

School Activities

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School Activities

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CONTENTS

As the Editor Sees It.....	42
An Evaluation of a Student Council.....	43
<i>Stella M. Smith</i>	
Guidance and the Career Conference.....	45
<i>Cpl. H. C. VandenBosch</i>	
Schools and Co-operatives (Concluded).....	47
<i>Carleton Washburn</i>	
Administration and Supervision of Students' Lockers.....	49
<i>Isadore M. Fenn</i>	
Young People Seek and Use Facts about Alcohol.....	50
<i>W. Roy Breg</i>	
For Columbus Day.....	52
<i>Mildred Fulton</i>	
A Salute to Our Skilled Shock Troops — Home Rooms.....	54
<i>Willie Bridge</i>	
Some Thoughts for Hallowe'en.....	58
<i>Billie Gould</i>	
Handkerchief Zone Touch Football.....	59
<i>Howard G. Richardson</i>	
Let's Have a Hallowe'en Carnival.....	61
<i>Kathleen Hollabaugh</i>	
Assembly Programs for November.....	63
<i>C. C. Harvey</i>	
News Notes and Comments.....	68
How We Do It.....	72
Comedy Cues.....	80

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As the Editor Sees It

On August 15th the Associated Press reported that the Eastern Intercollegiate Football Association had adopted six rules changes for the coming season. Commissioner Asa Bushnell asserted that these changes "will make college football the most interesting and exciting game ever played on the gridiron." Changes designed to "build character," "develop good citizenship," "improve student health," etc.? Hardly! Changes designed to make the game more attractive to spectators, thus drawing greater crowds and bringing in more money. College football is big business, financially, not necessarily educationally. And so also is some high school football.

A while back the students of Alexander Graham Junior High School, Charlotte, North Carolina, pledged to give up their candy, chewing gum, cold drinks, movies, and other "luxuries" for one week and buy War Stamps. The goal of this Sacrifice Campaign was \$900, enough to pay for one jeep. At the end of ten days the students had bought enough Stamps to pay for three jeeps. A good project for your student council!

Probably every home room, certainly every faculty, should have an annual "Gripe Session," preferably about the middle of the year, in which everyone is offered full and free opportunity, yes, encouraged, to "get things off his chest." Suppressed gripes are harmful to the individual, to his friends and colleagues, and to his school, and probably most of them are without solid foundation. Many and many a gripe can be dissolved by a simple explanation of the reasons for certain procedures, customs, or materials. Others based upon misunderstandings and misinterpretations, can be similarly flattened out.

Let us repeat — in presenting a returned soldier, sailor, or marine to your assembly, unless you are absolutely certain that he can do a creditable job all by himself, use the interview technique. You ask the questions, let him answer them.

Illinois and several other states now schedule and organize an annual basketball clinic for coaches. Lectures, demon-

strations, panels, open discussions, and motion pictures constitute the usual program (that in Illinois is of four days duration). Why isn't this plan just as logical as specialized meetings for administrators and teachers of English, science, social science, and other subjects? And why should it not include intrascholastic athletics as well as interscholastic?

If you are planning a student conference on internationalism — as many schools will — make it really effective by scheduling speakers of other nations and races. Having white Americans speak for other peoples will always result in a "phony."

Further, have some of your numbers concern other items than the war. Teachers' programs, graduations, and other important educational meetings are too top-heavy with the war emphasis. This is still true — despite the war the schools must continue. So don't forget it in planning your events.

In a recent interview the head of the talent department of a great motion picture producing company, after emphasizing the importance of teeth, hair, poise, voice, "signs of intelligence," personality etc., said, "It's my own belief that an aspiring movie actor could get along very well if he had no more than a fifth grade education." Apparently, only a third grade education is needed by the writers of movie plays.

Too little has been done in evaluating extracurricular activities. Practically all articles in professional journals and nearly all theses and dissertations are composed almost entirely of descriptions of practices. These descriptions are valuable of course, but the inevitable implication is that if a majority of schools handle an activity in a certain way, this way is right. Too, a description from a well-known school carries entirely too much weight. Now comes J. Lloyd Trump with an evaluative dissertation, "High School Extracurriculum Activities: Their Management in Public High Schools of the North Central Association," University of Chicago Press, 1944. We don't like the "lum," but we like the book. And, if you are interested in evaluations, we believe that you also will like it.

An Evaluation of a Student Council

THE BASIC principle of efficient teaching is democracy. Training for democracy doesn't mean training for good citizenship only, but also good leadership and fellowship. "In its simplest form democracy in school means the solution of every day school problems."¹ In all types of organization, government is the predominating influence — law and order must prevail, actions must be directed and controlled, yet with as little conscious restraint as possible. "The organism must do the job of growing itself. Environment must be conducive to growth."²

Governmental machinery must run smoothly if it fulfills its purpose of good to all concerned. The direct objective of the school is teaching and training the pupil; therefore, to redound cheerfully pupils should have an intelligent understanding of the government under which they live. To train future citizens to take places of responsibility in social, civic, and political affairs in their respective localities, state, and nation, the schools must set up a program of directed activities that gives vent to the emotional outlet of youth, and at the same time gives the pupils experiences that will be of value to them.

The pupils and administration of a school are dependent upon each other; there must be a common meeting place for an exchange of ideas. No other organization can do so much to create a feeling of co-operation and understanding between the pupils and administration as will some form of student government. (There are various and sundry names by which this activity may be called, but "student council" seems to be the term most used and will be generally used here to denote pupil participation in school government.) The student council is the most vital of all pupil organizations and should be the nucleus around which all other pupil activities are built.

The activity discussed here was referred to as "student self-government" during the last quarter of the nineteenth century and the first quarter of the twentieth century. By the beginning of the second quarter of the twentieth century, more enlightened educators and administrators began to think in terms of pupil participation. This term is used today in the school

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activity movement because of the fact that the organization is sponsored by a member of the faculty, and the final decision on any subject is vested in the principal.

The conception of pupil participation in school government is not a new idea. "We have evidence that from the early formative years under our national constitution our American forefathers realized the need of citizenship training for the youth of the land."³ There are many recorded instances of pupil participation in government. Fretwell in *Extra Curricular Activities in Secondary Schools* quotes from the constitution of "The Students Gazette" of the Penn Charter School at Philadelphia in 1777. The constitution concludes by saying, "... This will certainly be of great advantage to them hereafter, for when they are arrived at manhood and entered upon the busy scenes of life they will be useful members of society and qualified to serve their posts of honor and profit."⁴

"Mr. H. Caldwell Cook, in *The Play Way* recognized as discredited the method of teaching which consists of spoon-feeding under repression — over-riding the natural habits and desires of boys so that they may be crammed with instruction in certain subjects."⁵

These ideas must sound strangely modern to people of today who are convinced that pupil activities — pupil participation in school government — is a new notion. Young People have always been active, intelligent human beings eager to be recognized as a part of whatever is going on around them. Recent years have brought about a change in thinking of administrators, and ways and means have been planned and promoted whereby these

¹F. Meyer, "Judging Student Government," *The Clearing House*, 16:451-3, April, 1942.

²M. L. Alstetter, Education 542, University of Tennessee, June 26, 1942.

³Earle Rugg, "Special Types of Activities: Student Participation in Government," *The Twenty-Fifth Yearbook, National Society for the Study of Education*, Part II. (Bloomington, Illinois: Public School Publishing Company, 1926), p. 127.

⁴Elbert Fretwell, *Extra Curricular Activities in Secondary Schools* (Chicago: Houghton Mifflin Company, 1931), p. 92.

⁵Ibid., p. 90.

young people may voice opinions in the presence of sympathetic listeners and come into a realization that joy in liberty means to accept responsibility and discharge one's duties in a reputable manner. Training in freedom with responsibility will develop admirable qualities of leadership and citizenship. It is far easier for pupils to make the social adjustment through living and participating in school government than it is to sit and listen to lectures on how the school will be managed or directed. "Student activities are laboratories of democratic living."⁶

How shall the student council or pupil-governing body be organized? If it is to be democratic, and it should not exist unless it is, it should be so organized that all pupils will take part. The school as a whole must be represented, but the organization must not be too involved. The most vital question is: What is best for our school?

Earle Rugg⁷ listed the first five objectives found in an analysis of fifty articles dealing with "chief objectives, values, or claims" of a student council:

1. To train for worthy citizenship through the development of co-operation, self-control, self-reliance, initiative, and responsibility
2. To establish better understanding, better spirit, and co-operation between pupils and faculty
3. To develop interest in school work, school spirit, and school pride
4. To develop intelligent leadership
5. To provide for pupil expression

An analysis of these objectives readily reveals that they are in direct accord with the four purposes of education as defined by the Educational Policies Commission.⁸

1. How to use their own abilities to the best advantage
2. How to make a living
3. How to get along with other people
4. How to assert their rights and perform their duties as citizens.

The following disadvantages or danger points of pupil participation in school government were summarized:

1. Waste of time on part of faculty and pupil
2. Difficult to have certain types of pupils accept individual responsibilities
3. Leadership is new each year and it is therefore difficult to make interpretations clear
4. Pupils feel that the council should have

all responsibility 5. Too much faculty control

Many times these points make the system undesirable and unworkable. Sponsors should recognize that delegating responsibility under their guidance becomes a very valuable experience to pupils; therefore, sponsors and other faculty members should avoid using the pupil officers as chore-doing and errand-running devices. It is well to give pupils a voice in school government, but pupils must be trained to know and acknowledge that the principal has the veto power on all subjects.

Purposes given in the constitutions of the student councils from the following sections of the country seemed to be representative:⁹

Athens, Ohio . . . To direct the extra-curricula activities of the student body and to maintain and develop school spirit

Ft. Lauderdale, Florida . . . To foster and promote such movements as may be for the best interests of the school

Greensboro, North Carolina . . . To establish and maintain high standards of honor, encourage the loyal support of students and citizens, create a respect for higher scholastic attainments and to provide a medium between students and faculty.

Reports reveal that all the leading high schools over the country have some form of pupil-participation in school government or are planning to initiate the activity. An illustration of one definite form of organization is the pattern of the Student Commission (pupil-governing body) of the Stephen F. Austin High School, El Paso, Texas.

The members of this organization are known as commissioners. The commissioners are elected and appointed near the close of each semester to serve the following semester. Pupils who are interested in becoming members of the commission are asked to place their names on a paper and drop them in the student commission box on the desk in the attendance office.

(Continued to page 70)

⁶Educational Policies Commission, *Learning the Ways of Democracy* (Washington, D.C.: National Education Association and American Association of School Administrators, 1940, p. 192).

⁷Rugg, *op. cit.*, p. 129.

⁸"Change in Seven Cardinal Principles," *The Tennessee Teacher*, November, 1938.

⁹Harold D. Meyer, *A Handbook of Extra Curricular Activities in the High School* (New York: A. S. Barnes and Company, 1926), p. 120.

¹⁰Ibid., pp. 121-124.

Guidance and the Career Conference

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AS EDUCATORS take cognizance of the individual differences in students and their interests, capacities, and vocational ideals, and as the schools increase in their awareness of the need to adjust to the demands of our fast moving world, the secondary school curriculum becomes extended and greatly enriched. With this trend the task of helping students plan their educational experience so that it will be consistent with their interests, capacities, and vocational ideals on an individualized basis has become profound. Guidance has thus become an educational activity of distinction and recognized value. Its results are perhaps more far-reaching than the study of some academic courses and other activities that the schools hold as fundamental. Counsellors, who are the professional practitioners of guidance, observe that educational planning is dependent upon vocational planning, and educational and vocational planning become inter-related as one must depend upon the other.

If boys and girls are to plan their educational experience according to what vocation they are to pursue, it might seem well for them to make a vocational choice as early as possible. Actually it is not advisable, however, for immature children to try to reach a final vocational decision when they first reach the secondary school level, nor to plan their course through school at this time. The changing interests, concepts, and sense of values makes this early decision an ill-advised policy. Definite educational and vocational plans cannot be made in a single conference with the counsellor, nor in a semester. Only through a continuing observation of the individual's interests and development can what work he can do most readily be determined and only through continuing observation can youth be helped in developing a sound vocational and educational plan.

In the beginning of his work in the secondary school, the student should be exposed to an extensive and well planned orientation course. As a result of this orientation course the student gains a meaningful appreciation for the several aspects of education, a timely understanding of his own abilities and interests, and a basis upon which to adjust himself and

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his particular individuality to the opportunities his school offers. The orientation course will enable him to intelligently appraise himself and become familiar with the values and opportunities in education and the realm and purposes of the various subjects. Taking both into careful consideration, the student can begin a specific plan for his educational training.

In addition to this personal study, the first year in secondary school can be consumed by studying basic subjects such as English and mathematics and in exploring the other fields of study as science, social science, and the vocational subjects. As each year comes and goes, the student, with the help of the counsellor, should carefully review his experience thus far and, with an analysis of his present interests and readiness to advance, plan his work for the year ahead. As the student advances semester by semester and year by year and as the realm of his comprehension and the area of his capacities are extended, his interests will also become clearer and increasingly specific. Availing himself of the resource that the counsellor represents, he will be enabled to interpret his own development and the development of vocational trends until, as he reaches the end of adolescence, it is clear to him what he can and should do with himself. The process of making vocational plans upon which he will largely design his immediate future now is based upon sound judgment and observation. In these plans he finds explicit meaning and confidence, resulting in a stimulus that pushes him forward.

As an interesting activity that draws an encouraging response and contributes to the guidance program, the Career Conference is worthy of attention. This rather unusual guidance activity provides the students an opportunity to consider and review their plans in a manner that is significant, especially to the seniors who approach graduation and the next step toward preparation for entering upon their life work. The conference is publicized as an opportunity for juniors and seniors to

meet with recognized authorities in the vocations that hold their interests.

As a result of his continuing observation of the interests of the students, the counsellor knows in what vocational field each one is interested. These wide varying vocational interests are tabulated and then grouped according to the general field in which they belong. Groups interested in engineering, medicine and dentistry, law, aeronautics, business administration, military careers, the industrial trades, and other fields that appeal to the boys; nursing, secretarial work, home economics, the work of laboratory technicians, dietetics, women in the manufacturing industries and others that appeal to the girls; and social work, teaching, civil service positions, bacteriology and others that appeal to both boys and girls are arranged. When these various groups have been determined a listing of them is submitted, with a brief description of the nature and purpose of the conference, to the students of the eleventh and twelfth grades in order that each one may indicate the group meeting he would like to attend.

With this information, the counsellor approaches outstanding authorities in the specific fields to be considered and solicits their participation. It is explained to these authorities that the purpose of the conference is to give the upper-classmen, who have expressed definite interest in the occupational field in which each one is employed, a new insight into this work. Furthermore, it is explained that the opportunity to hear the comments and suggestions of a person successfully employed in the field will give the students a better appreciation of the vocation of their choice. Each authority will be asked to speak to the students of his group regarding the nature of his work, its advantages and disadvantages, what kind of a person most readily succeeds in this vocation, what training is necessary preliminary to entering upon the vocation, and the trends for future developments. Also, the speaker will be asked to answer questions and hold an informal discussion with the students.

It has been found that outstanding professional people and industrial leaders are willing to take valuable time from their busy pursuits to render this service for high school pupils. On the occasion of a recent Career Conference at Dearborn High School an outstanding leader in aeronautics, head research chemist of General Motors, director of medical research in a

large pharmaceutical company, the head nurse and the dietician of one of Detroit's large hospitals, a professor in engineering from the University of Detroit, a representative from the War Manpower Commission, the director of employment at the huge Willow Run Bomber Plant, and other equally outstanding persons generously donated their services to the conference.

The program is set up to start with a general assembly for all the upperclassmen. At this assembly, a speaker is engaged to lecture on such subjects as the need to make careful vocational plans and the general vocational trends of the times. Following the assembly the group meetings are held, lasting from an hour and one-half to two hours. The conference is concluded with a second assembly, when a program of attractive entertainment is offered and a brief talk is given by some person outstanding to such extent as to challenge the desire of the students to want to hear him on such a subject as "How youth can best demand fair recognition in the world of work."

The response to these conferences has been most encouraging, as reflected by students, parents, teachers, and the speakers participating. It has been found that the students are stimulated to give a new expression of interest as they gain vital and up-to-date information on the vocations of their choice from an outstandingly successful and respected authority.

Though many communities will not afford an availability to so many authorities as a metropolitan area, a careful survey of a community and its resources will reveal encouraging possibilities. The conference has a worthwhile by-product in that it attracts the interest of the community leaders in the work of the school.

"The war for freedom will never be really won, because the price of freedom is eternal vigilance over ourselves, over our governments, to make sure that we retain our freedom and that we never abuse it.

"No nation is free, however, where there is not intellectual freedom, where teachers are free to explore new ideas and to lay them before their students and students are not free to study them and accept them or reject them without fear of interference from government agents.

"No nation is ever free . . . where individuals do not have free access to education in order that they may understand the questions arising in their own nation and in the world as a whole, on which they have to make decisions."

—ELEANOR ROOSEVELT

Schools and Co-operatives

(Concluded from last month)

It is in the Skokie Junior High School that co-operative undertakings are best developed. There are various less highly organized forms of co-operative work in the elementary schools, with their school stores, their school papers, their numerous student committees, and occasional economic enterprises. But in the Skokie Junior High School economic citizenship is practiced on a scale unequalled, as far as I know, in any other school anywhere.

The oldest enterprise is, of course, the co-operative school store. It is run on strict Rochdale principles and has been a successful and thriving institution for many years. It handles a great variety of school supplies, does wholesale buying, works out sales price, builds up a working capital, makes regular distribution of dividends to members in accordance with their purchases.

The credit union, run by the junior high school students who range from eleven to fourteen years of age, again follows orthodox co-operative credit union principles, modified, however, in terms of the type of loan and the term of loan characteristic of junior high school children. The boys and girls at Skokie School do not usually want to borrow money for months at a time, nor do they want to borrow large amounts. Their needs are very simple and short. A child has forgotten to bring his lunch money and wants to borrow enough to buy his lunch. He wants to buy some school supplies for which he doesn't have money. Perhaps he wants to go to a movie that afternoon before he can tap home resources for the wherewithal. If he is a member of the credit union, he can readily borrow the money, and if he returns it the next day, he pays no interest. Each delay in repayment, however, costs him money on a sliding scale, and he is thereby encouraged to make a prompt return. The credit union also serves, of course, as a savings and thrift institution for its members.

One unique co-operative enterprise at Skokie School is the Co-operative Mutual Insurance Company, which insures children against losses from the breakage of dishes in the school lunch-room. After a number of catastrophes had occurred, when a child stumbling over another, ris-

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ing too suddenly just as someone else rose, dropped a tray of dishes on the concrete floor and found his allowance gone for weeks ahead to pay for the dishes, the children themselves in the Student Council got the idea of establishing an insurance company. They made a careful investigation of the total amount of breakage which occurred the preceding year, they discussed insurance with fathers in the insurance business, and other people who had specialized knowledge, and set up an active company. It was immediately successful and at the end of the first year dividends were declared for all the members, and a sum of capital set aside for the following year.

Like all good insurance companies it set about to minimize risks, it eliminated certain hazards, it carried on an educational campaign. The result has been a lowering of premium rates and an increasing of dividends. Furthermore, whereas when the company was first organized it was decided to make the loser a co-insurer up to twenty per cent of his loss, it has been found possible now to give children one hundred per cent coverage without thereby increasing carelessness.

Experience in strictly co-operative enterprises such as these would lose some of its educational value if it could not be contrasted with other forms of corporate management. The Skokie School therefore has other economic enterprises that are run on the public ownership plan and on the limited private capital plan.

There is, for example, the B.B.B. (Bureau of Bees in the Biology Department), operated by a Board of Directors appointed by the President on the authority of the student council. The profits are not distributed to the children but used for the school as a whole to buy things decided upon by the children themselves. As I am writing this a group of children and their faculty sponsor are removing the honeycombs from some of the hives, the children protected with gloves and masks

and smoke, but getting a great kick out of the excitement. From economic and educational standpoints the B.B.B. has been highly successful for several years.

Similarly there is a public-owned bank which handles the funds of all the economic enterprises and on which the various ones can draw checks. Management is strictly democratic, but it belongs to the school as a whole.

Some of the school publications are also of the public ownership type—democratically managed by the children themselves but with the profits, if any, going into school equipment or other phases of the general welfare.

Private corporate management is also an important experience. In this category falls the Skokie Livestock Corporation. It received its charter from the Student Council, which is the governing body of the school. It sells stock and pays dividends in accordance with the amount of stock owned. This corporation raises, boards, and buys and sells rabbits, guinea pigs, and similar pets, and makes suitable cages and houses for them. It has a regular board of directors and is operated along the general lines of any well planned private corporation. It, however, serves a public need in the school in connection with the work in biology and in satisfying the desire of children to have a source of supply for pets. Also it adds permanent fixtures, the "zoo" for example, to the school plant.

The Research and Production Company is again a private corporation but serving the public good. With the science teacher as a sponsor it carries on "research" as to products that it can make and distribute at low cost within the school. It has developed a very satisfactory ink which it sells to the schools and to children individually at a price far below the usual market price. It has developed a good paste and has even experimented a little with cosmetics. Yesterday I sat at a meeting of the Student Council when this company reported on its success in developing an effective fly poison which at the same time was not dangerous to human beings or pets. It proposed to furnish this fly poison to the various classrooms at a low cost. As a good corporation should do, it first investigates actual needs within the school and then seeks means of supplying those needs at a minimum cost but with a reasonable profit to the company.

Through direct experience with private

corporate management, public ownership, and co-operatives, the children can get a real understanding of the values and limitations of each. Furthermore, criticism that the schools are propagandizing for or against any legal and legitimate form of corporate ownership is effectively prevented, as they are not indoctrinating toward one or another form, but are giving children some real understanding, based on actual experience, of each type. If, as many of us believe, the co-operative form is in many ways and for many purposes a desirable form, some elementary experience and observation of the main forms should promote further interest and study. One-sided indoctrination is the antithesis of education. The schools are not a place for propaganda, but the values of co-operative enterprise, of other private forms and of public ownership forms, speak for themselves when children have a fair chance to experiment with and discuss freely the various forms of economic co-operation. Throughout all forms, however, we attempt to emphasize the social purpose back of any legitimate economic undertaking.

It is hardly necessary to point out that in these various enterprises in Winnetka and in the various forms of economic and co-operative experience that we found in South America, there is a great range of educational experience. There is much use of arithmetic in a practical way. There is, of course, the use of language. There is in the discussion and the implication of the work a considerable amount of social science. There is sound economic training. And there is training in democratic citizenship. Work of this sort is not a digression from education, but a foundation for and a part of any education that is worthy of that name.

Through the extension of consumers' co-operatives which are of course very easy to establish in a school and which can do a great deal of educative work in the analysis of products, the studying of costs, and the utilization of the Rochdale principles, and through the establishing of other parts of the co-operative cycle—producers' co-operatives, marketing co-operatives, and co-operative financing, all as parts of the total co-operative movement for the public good—our schools can give an education far more realistic than in the past. They can tie education into the community. They can lay the ground for improvement of economic democracy.

Administration and Supervision of Students' Lockers

MANY school officials find that the necessary and important task of administering and supervising students' lockers is difficult if a well formulated plan is not established and followed.

The Chicago Vocational School has adopted a plan which has proved to be successful and satisfactory to the students as well as to the faculty.

A faculty member is in charge of the lockers. He has two responsible student helpers as locker supervisors for each floor of the school. At his disposal is a floor plan of the school on which is clearly shown the number of lockers and the exact position of each. The sponsor also has in-

ISADORE M. FENN

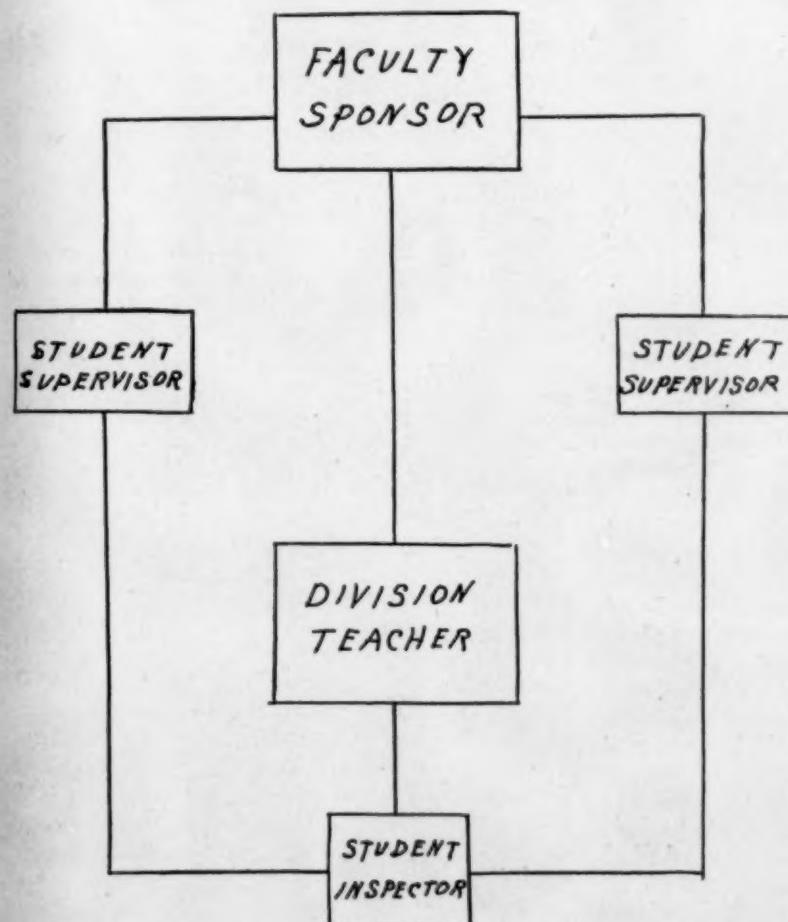
*Chicago Vocational School
Chicago, Illinois*

formation, brought up-to-date every semester, consisting of the number of divisions in the school and the number of students in each division. Division locker assignments are determined by the number of students in the school, the number of lockers available, the number of divisions, and the number of students in each division. Each division teacher is assigned a definite number of lockers, in most cases, if possible, near the respective room.

The division locker assignment is given to the teacher on the C. V. S. Division Locker Record Card, as shown here, with an accompanying notation suggesting, according to calculations made by the locker sponsor, whether the teacher should issue each locker to one or more students. Then the teacher assigns lockers to his students and records all the necessary information on two locker cards, one for his file and one for the locker sponsor's file. These lockers are now under the teacher's immediate supervision. The division teacher appoints a responsible student as a locker inspector and checker to make certain that his row of division lockers is kept clean and neat. Student locker inspection is held once every month throughout the school. Civic honor points credit towards a Civic letter are given to the student or students in each division for the cleanest and neatest lockers. The division main-

ADMINISTRATION AND SUPERVISION OF STUDENTS' LOCKERS

(Plan by Isadore M. Fenn, Chicago Vocational School)



C.V.S. DIVISION LOCKER RECORD

Teacher	Room	Locker Assignment		Date
Student	Locker No.	Combination	Make of Lock	Lock No.

taining the cleanest and neatest set of lockers during the semester is presented with a Good Citizenship Certificate award.

The locker sponsor's student locker supervisors are responsible for their specific floor section of lockers. They check with their division inspectors during locker inspection and assist in clearing up any locker difficulties which may arise.

This practical plan of Administration

and Supervision of Students' Lockers has tended to develop in the students of Chicago Vocational School a sense of responsibility and the desire to be excellent housekeepers. It helps to impress upon the minds of the students good citizenship habits.

School officials will find that this plan could be adapted to their schools with similar success.

Young People Seek and Use Facts about Alcohol

DO THE boys and girls of our high schools want to know more about alcoholic beverages than such facts as the classroom usually imparts?

Do they look for a program of alcohol-free activities, in which to apply the knowledge and convictions they develop in this field?

Will young people invest their own time in school-sponsored programs that apply the facts about drinking to youth's daily life?

On the evidence of field work, conferences, the production of study and discussion materials, and a flood of correspondence, Allied Youth's confident answer to each of these questions is *Yes*.

Strange though it may seem to some teachers and parents, our American young people in large and growing numbers show an eagerness to spend time, effort, and priceless initiative in digging voluntarily for more facts about alcohol. They strive equally in extending the line *a-b* of facts to the point *c*, representing their own life choices and their own concepts of group fun.

Aids for alcohol education and alcohol-free recreation are offered by Allied Youth, which is a national movement of young people between the ages of fourteen

W. ROY BREG

*Executive Secretary, Allied Youth, Inc.
Washington 6, D. C.*

and thirty. The movement supports this platform, which youth wrote:

"We stand for the liberation through education of the individual and society from the handicaps of beverage alcohol."

In general there are these points of contact between the Allied Youth national headquarters, and the schools and communities of the nation:

Field work. The Executive Secretary and other representatives of Allied Youth have carried the message of the Allied Youth idea, outlining the way in which Allied Youth Posts are organized and function, to more than 800,000 high school students. One in ten of the number reached in assemblies participated in a conference with the Allied Youth representative. It is in such conferences that the techniques of organizing and planning a Post program are shared and discussed. The methods proposed fit the needs of the particular community and the high school, as these come to light in the conference period.

Post programs. Each chartered Post of

Allied Youth is encouraged to hold monthly meetings of a broadly educational nature. A school room, sometimes a laboratory, often the gym, will be available for these and other Post meetings. Recreational meetings, athletic events, picnics and other alcohol-free fun fare—provided often for non-members who will conform to Allied Youth standards, as well as for members themselves—are also important in the Post's service to its school and community. Whether the event be a quiz program, a group interview of police chief or safety expert, a game period, or a hay ride, each Post activity is intended to supply facts and implement attitudes favorable to being alcohol-free and at one's best at all times. The Post is non-partisan, non-sectarian, youth-led, usually school sponsored. It represents youth in quest of facts and engaged in demonstration of the fine fellowship to be enjoyed without alcoholic indulgence.

Interest Groups. In some schools and communities, the time schedule, facilities and available leadership do not immediately favor the organizing of a school Post of Allied Youth. There may be another organization serving the cross-section of the student body in which the Allied Youth emphasis can be given. Interest Groups of Allied Youth are formed under an arrangement that services the students in much the way Posts are aided with facts, recreational helps, and the successful innovations applied by Allied Youth in other communities.

Both the Post and the Interest Group fit in well with the present interest in recreational centers and lounges. An educational "reason why" is needed at the heart of a program that will serve as a genuine alternative to drinking parties and alcoholic hangouts. When the Allied Youth idea is joined to the student lounge or "dry" night club, there are permanent teaching values in the experience as well as the immediate result of raising teenage recreational standards.

Material and Suggestions. Although planned directly to aid the Post and Interest Group approaches to alcohol education, the study and discussion materials, bulletins, and monthly magazine of Allied Youth are proving valuable in many other phases of youth work. Churches and summer conferences make use of the Allied Youth's "Youth Faces the Liquor Problem," "Shall I Become a Drinker?" and other factual materials. To the armed

forces as well as to students of high schools and colleges go the briefer statement, "For Victory," and the monthly periodical *The Allied Youth*—often termed America's most frequently quoted publication in this field.

Correspondence with the national headquarters of Allied Youth is also helping to inform teachers, librarians, writers, and other leaders and counselors of youth, who need to keep up to the minute on the changing picture of youthful drinking and on the basic facts that are coming in from the scientists.

An unusual form of news-letter or "leader's digest" is Allied Youth's widely commended *Alcoholfax*, an educational service which includes looseleaf materials on practically every phase of the alcohol problem and of timely and practical alcohol education at the youth level. Other aids and services are available to *Alcoholfax* clients—who include the Posts and Interest Groups, as well as the schools and other institutions that remit \$10.00 a year as special subscribers.

The Yale School of Alcohol Studies, which has become a major contribution of a great university to applying science to life, now tells us that seven to nine in every one thousand Americans are either problem drinkers or chronic alcoholics. There is no other plague or physical handicap that affects so many. There are as many victims of these serious forms of drinking—outcomes of what was originally social drinking—as of tuberculosis and the social diseases combined!

The schools need to tell young people that not everyone who begins to drink becomes an excessive user of alcohol or a problem drinker. Everyone who begins to drink becomes, in effect, an applicant for that assignment or destination. It is surely true, in the light of today's science, that many of those who had most to contribute to the world in their intelligence, vitality, and social gifts went down all the faster before the alcohol habit, because of the intensity and heartiness with which they tackled it.

As in the safety movement, there are better motives than fear with which to win youth to reasonable and wholesome action. The emphasis that Allied Youth consistently makes with young people is that they will want to be physically, mentally, and spiritually at their best, avoiding the alcoholic handicap and other handicaps that prevent the full and satisfying achieve-

ment of their goals. Allied Youth says that alcohol-free living is worth what it costs, in terms of health, fitness, self-control, self-respect, wholesome friendship, and freedom of opportunity. Such is the emphasis of the field work, printed helps,

and Post and Interest Group programs, in which Allied Youth hopes to enjoy the continued hearty support and co-operation of public school administrators and high school principals and teachers throughout all the nation.

For Columbus Day

IN THE hope that other schools may get helpful Columbus Day suggestions from our experience, the following program of our school is here given.

ANNOUNCER: You have just been listening to the Hogg orchestra playing "Senorita." Billy Dyal will now tell you about Columbus Day in Spain and Spanish America.

BILLY DYAL: In Spain and Spanish America, Columbus Day, the twelfth of October, is observed as the Day of the Spanish Race. The observance was originated in 1916 by the Mayor of Madrid, who said that on the day Columbus discovered America, Spanish civilization began in the New World. As time passed, new provinces and towns were founded, and millions of people began speaking the beautiful Spanish language and adopting the Spanish religion and customs.

The anniversary of the day on which Columbus' ships arrived off the coast of America is celebrated as a holiday by the Spanish speaking countries. Schools and shops are closed; long religious processions pass through the streets; important citizens deliver patriotic speeches; music fills the air; and the students place flowers upon the Discoverer's statue in the town square or in the park. A holiday atmosphere prevails, for in each country flags of all the Spanish speaking nations wave.

ANNOUNCER: "The Greatness of Spain" is the topic on which Virginia Lang will speak.

VIRGINIA LANG: The speeches, music, processions, and other ways of celebrating the Day of the Spanish Race emphasize the past grandeur and glory of Spain and her possessions, and the hope for future glories of achievement.

The greatness of Spain began with the reign of Ferdinand and Isabella, under whose sponsorship Columbus discovered America. Their grandson, Charles I, who became Charles V of the Holy Roman Empire, greatly increased the prestige of

MILDRED FULTON
*Hogg Junior High School
Houston, Texas*

Spain in European affairs, and under Phillip II, Spain became the principal political and military power of Europe and the defender of the Catholic faith. It was during these times that the Spanish *conquistadores* began the conquest of the Americas, making the conquered regions Spanish in their way of life, as well as in their government, and bringing back to Spain quantities of gold, silver, and other products of the New World.

These centuries also marked the highest point in the history of Spanish achievement in literature, art, and science, the vast new lands in the Americas furnishing part of the material for Spanish scientific discoveries, and furnishing some of the literary inspiration.

ANNOUNCER: In music and art, Spain is decidedly original and traditional. That distinctive rhythm in such traditional forms as the *Jota* and the *Habanera*, which you often hear over the radio, characterizes the music of a Spanish composer, however classical and academic he may be. It is this popular music of Spain that Manuel de Falla has re-created.

Spain has given the world few great musicians and none comparable to Bach, Handel or Beethoven. However, the Spanish people love music, and many play musical instruments or sing beautifully. The gypsies in Spain are noted for their love of music and dancing. Martha Jean Hicks will now play two of our favorite pieces on her accordian. (She plays.)

ANNOUNCER: "Amapola" is the Spanish song that Shirley Scherffins and Carolyn Wiest will sing. (Girls sing.)

ANNOUNCER: Winnie Sue McBride will tell you about the great Spanish painters.

WINNIE SUE MCBRIDE: The four greatest names in Spanish art are El Greco,

Goya, Murillo, and Velasquez. El Greco's art is usually strange and fantastic. Goya, who has been called "the first great realist," is usually remembered for his etchings. Murillo is known today as the greatest Spanish painter and one of the greatest painters of the world who used religious subjects for compositions. Velasquez was the great man in Spanish painting; with him Spanish painting reached its climax.

"Prince Balthazar" or "Don Baltazar Carlos" is one of the most appealing of Velasquez's paintings. (Shows painting.) This picture shows one of the big fat horses that now-a-days we see only in circuses. Notice how the artist suggests royalty by making us look up to the little prince. The baton in his hand also suggests the king's scepter. The horse is on a hill. We look up to members of the royal family, and the painter has used all of these ways to make sure that we recognize the boy as a prince. This boy would have been king, but he died while he was still a boy. At the time this picture was painted, the prince was about six years old.

Notice how the artist shows the horse's speed. His mane and tail are waving and the boy's sash and scarf are flying. The clouds in the background suggest that he is hurrying home before a thunder shower.

ANNOUNCER: A group of our girls have learned a Spanish dance, "La Jota." Go ahead, girls. (Girls dance.)

ANNOUNCER: Beverly Jackson will tell you about Cervantes.

BEVERLY JACKSON: If only one name is mentioned in speaking of Spanish literature, it must be that of Cervantes, author of Don Quixote. Cervantes is not only the greatest Spanish writer, but he ranks among the greatest figures of world literature. Cervantes lived in Spain during the reign of Phillip II, and during the years in which Shakespeare lived in England. These two great men of literature died on the same day, the twenty-third of April, 1616.

We know very little about Cervantes' life. It is believed that he studied at two universities. It is known that he read very much, even reading the torn papers which he found on the streets.

Cervantes fought against the Turks in the battle of Lepanto. There he suffered a wound in his left arm, which became shriveled and useless. Cervantes was captured and taken to Africa from where he finally escaped. He returned to Spain,

became a government official, and was imprisoned by his political enemies. Sitting in jail, he wrote "Don Quijote."

ANNOUNCER: Shirley Ann Daniel will tell a little about Cervantes' masterpiece, "Don Quijote."

SHIRLEY ANN DANIEL: A gentleman who read so many fantastic stories of adventures and enchantments reached the point where he couldn't sleep. Thus, with sleeping little and reading much, he became crazy. He decided to become a knight and travel through the world in search of adventures and fame.

He cleaned and polished his great grandfather's armor, which had stood in a corner. He led out his horse, which was no more than skin and bones, and gave it the high sounding name of Rocinante, which means "greatest nag in the world." Then he spent eight days deciding upon his own name, Don Quijote.

What is a knight without a fair lady? Don Quijote selected a peasant woman in his neighborhood and gave her the name of Dulcinea, which means "Sweetie." The woman wasn't fair, nor was she a lady; but as she didn't even know Don Quijote, it made no difference.

Now the knight needed a squire. In his community lived a laborer who was honest, fat, and very ignorant. Don Quijote promised the laborer, Sancho Panza by name, many things, including the office of governor of the first island which the knight should win in one of his encounters.

Don Quijote on Rocinante and Sancho Panza on his donkey, left one night in search of adventures. Everyone knows about their famous encounter with the windmills which Don Quijote mistook for enchanted knights. Today we shall dramatize for you Don Quijote's adventure with the lions. Here are Don Quijote on Rocinante and Sancho Panza who has already dismounted. (Exit speaker. Enter Don Quijote, Rocinante, and Sancho Panza.)

ANNOUNCER (after skit): Thank you for your attention. This concludes our program.

"An honest man speaks the truth, though it may give offense; a vain man in order that it may."—Hazlitt.

Statement by a Student Council presidential candidate: "The student council is the most important organization in the school. It is the only place where we students can talk about what is happening to us."—*The Clearing House*.

A Salute to Our Skilled Shock Troop Units ---Our Home Rooms

A TWOFOLD purpose gave rise to this program:

- (1) to voice pride in the accomplishments of our home room groups and
- (2) to further inspire school unity, as well as patriotism, for our country's cause.

The program grew up in a home room. We made an outline on the blackboard and elaborated orally on the ideas. Then the teacher later brought back a typed copy of what had been planned. This was used as a tentative working model. It was remade as we rehearsed, largely through class suggestions.

PLAN OF STAGING PROGRAM

The entire home room is grouped on stage with exception of two of the boys who do the curtains and lights, and the four boys who bring on the flags.

Speakers are placed nearest the microphones to avoid delay and awkwardness. Two microphones are in the front center of stage, with the speaker's stand between. The only stage decorations are two tall pedestals at the back, with colored jardinières holding yaupon boughs, a basket of poinsettias in front of speaker's stand, and ferns at the ends of the row of footlights.

PLAN OF ANNOUNCING

Announcer comes out front right at the same time that two girls carrying posters, with a Boy Scout accompanying them, come out at left. As the announcer gives the title, girl number one flashes poster number one, "A Salute to the Troops." The Boy Scout comes to salute and holds it. Second girl flashes poster, on last half of title that reads "Of Hogg Junior High Home Rooms."

Announcer's speech:

Will the president of each home room please stand? Will each student council member also rise? Today's program is dedicated to you and your group in recognition of your loyal service to Hogg Junior High. The Master of Ceremonies is Marginelle Kitterman. The title is "A Salute to the Skilled Shock Troop Units of Hogg Known as 'Home Rooms.'"

Miss W. BRIDGE

*Teacher, Hogg Junior High School
Houston, Texas*

INTRODUCTION SPEECH BY MASTER OF CEREMONIES

Let us picture a busy first home room period at Hogg School. Teachers are staying overtime this morning at a very important faculty meeting. Rationing week! P.T.A. membership drive!

As the tardy bell sharply signals its warning, the clear notes of a bugle ring out. It seems to call, "Soldiers of the home room, attention!"

Without a word these soldiers rise to stand at attention, listening; then every hand goes over the heart as the bugle notes die away. Every eye is on the flag as every voice in unison gives the pledge.

The opening exercises are finished, but no one seems worried at not seeing the teacher. A very accurate home room battery goes into action. President and secretary are instantly at their posts of duty. The treasurer is busy. The voice of the Student Council Representative is heard. The secretary or an assistant is on the way to the office, carrying cards of absentees. Lying neatly on the desk with written excuses beside them are the admits, filled out and awaiting the teacher's signature. The president has made announcements.

At last the teacher arrives, just barely in time to say to the home room, "Good morning! Will you please come in today promptly at second home room period for an important discussion?" They really did not need home room teacher today, except for the few who needed admits signed.

This is not a description of any one home room's efficiency. An Army Intelligence officer, making an investigation of these shock troopers in the absence of home room teachers at Hogg Junior High School, would find this type of activities in room after room — from the first to the third floor.

It is truly a hard-driving, hard-hitting company of soldiers, that home room unit. "So what?" you ask.

"Results!" we shout, "Results we are proud to have shared!"

You will forgive us for indulging in a bit of pardonable pride if we seem to be quick to show you how the L8's rate. That is our particular battalion.

(Pause while Jim Bill, Jeannie, and Patricia come forward.) Let the records speak! Who tells the first story?

Jim Bill comes forward to the mike.)

JIM BILL: I, Madam Chairman. Do you remember the results of our first big event at the school year from September 27 through September 30? "The Third War Loan." Hogg Junior High School socked the Nazis and the Japs a mighty blow. At that time Miss Walker's home room topped the school with five hundred fifty dollars worth of bonds and \$4.80 worth of stamps.

MASTER OF CEREMONIES: Of course, I remember. And now what? Well, Jeannie Margerum.

JEANNIE: Why that was only the beginning, Madame Chairman! From Tuesday, October 12 through Friday, October 15 came the "War Chest" drive. Miss Bridge's L8 home room took the lead with an \$18.71 contribution. From that date on the L8's have been putting up a fight for top places.

MASTER OF CEREMONIES: So they have, Jeannie. You have a story, too, Patricia?

PATRICIA: Madam Chairman, I can remember these dates—Monday, November 1 through Wednesday, November 3. Those days were set aside for the Junior Red Cross. Mrs. Brewster's home room led all the rest with \$7.53. That was another L8, folks!

MASTER OF CEREMONIES: Another touchdown! (Bill Jim, Jeannie, and Patricia sit down.) Then what? (Jo Allene rises.) All right, Jo Allene.

JO ALLENE: Then, Madam Chairman, came the drive that we all wanted in on. That was for P.T.A. memberships. It was for loyalty, but — slightly for commercial reasons, also. A two dollar fifty cent cash prize was offered to the home room winner in each half grade.

MASTER OF CEREMONIES: Who won those cash prizes?

JO ALLENE: Miss Bailey's 17's won a \$2.50 prize; Miss Creekmore's H7's won another; while Miss Perry's L8's, Miss Walker's H8's, and Mrs. Curran's L9's all swept their respective fields.

MASTER OF CEREMONIES: And a fine record it was for those five home rooms.

JO ALLENE: But that isn't the whole

story. Miss Perry's L8's led the whole school with 49 parents joining P.T.A. More than that, the eight L8 rooms delivered 210 memberships, an average of more than 26 each, far out ahead of the record of other half grades.

MASTER OF CEREMONIES: So you, too, Jo Allene, are cheering for L8's! Who else?

JO ALLENE: Donald Mechling, I believe.

DONALD: Madam Chairman, don't forget that all this time the weekly bond and stamp days were clicking merrily along. We totaled \$7,438.85 in bonds and stamps in October and \$5,951.95 in November. Three times in the month of October Mrs. Steger's L8 home room went out over the top. They stayed well ahead of all of us to keep the banner for October and again for November. Watch that L8 go! (Pause; then as though a bright idea has suddenly hit him) Madam Chairman, may I interview our big business man, Bill Kerr?

MASTER OF CEREMONIES: Certainly, Donald Mechling, you are the boy who represented Hogg last spring when the Quiz Kid program was in Houston. You rate very special privileges at my microphone.

DONALD: Thank you. (Pause. Waits for Bill.) Now, Bill, I want some advice. You were the member in our home room who signed a \$5.00 pledge for War Chest. Hm? Then you zipped off those \$1 weekly payments just like that! (Snaps finger.)

BILL: Yes, but you were a \$5 pledge man yourself, Donald.

DONALD: I know; but the wolf seems to have been howling at my door ever since I signed. The point is this. How do you figure we will ever manage to overtake that charging Steger crowd? We must win at least the poster for bonds and stamps.

BILL: Ask me another! Why, Shirley Harris in Mrs. Steger's home room simply tosses \$1,000 bonds around. She walked away from Hogg one day forgetting even to collect her new \$1,000 bond. What can other home rooms do with a free-spending girl like that in L8-314?

DONALD: (Pauses. Has another bright idea. Springs it loudly and cheerfully.) I have it, Bill. We want Shirley in our home room. What do you say we kidnap her?

BILL: (Thinking it over. Then enthusiastically) Now you're talking, but (very slowly and emphatically) Donald, confidentially, I'd kidnap Shirley Harris any day for a lot less money than \$1,000.

MASTER OF CEREMONIES: (Comes forward from Donald's and Bill's left side, and motions them away in indignation.) My program loses dignity! March back to the kitchen, you privates. For this lack of discipline you will peel potatoes for a week!

BILL AND DONALD: (Meekly and sheepishly saluting her) Yes, Madam W.A.C.

CORITA: Madam Chairman.

MASTER OF CEREMONIES: Yes, Corita.

CORITA: May I interview Robert Montgomery?

MASTER OF CEREMONIES: (Shaking head emphatically) No more impromptu interviews, Corita, at this mike.

CORITA: But Madam Chairman, I want him to tell us how -

MASTER OF CEREMONIES: (Shaking her head still more emphatically) It sounds very much like the previous interview. (Pause and turn to see Robert who has advanced.) Robert, what is it?

ROBERT: Madam Chairman, Corita feels we are organized in our home rooms for much more than just money-collecting, no matter how patriotic the cause. She is keenly interested in home room ball games.

MASTER OF CEREMONIES: Of course she is! I'm sorry.

ROBERT: By the way, Madam Chairman, do you know that Hogg has the best intramural ball games being played of any junior high school in the city?

MASTER OF CEREMONIES: What I do know is that we all play hard. I remember that it took great playing for Miss Martin's home room team of girls to take the volley ball championship away from our girls.

ROBERT: All of us play for keeps. Another thing I want to know is, how do the other L8 rooms think we can overcome our friendly enemies, that scrapping Olson troop? They have beat us to the knockout punch again. (Pause. Mournfully.) And our home room with a good captain like Bobby Looper.

MASTER OF CEREMONIES: Take heart, Robert; they will slip somewhere someday.

ROBERT: Let's hope we are the ones who can deliver the blow that tosses them out.

MASTER OF CEREMONIES: And as for your captain, Bobby Looper, he is *very* good. But here are some other members of home room who serve us well. What message have you for us as the president, (pause as she comes forward) Mary Enid Montgomery?

MARY ENID: Madam Chairman, serving as president of a live home room in a grand junior high school like Hogg is a happy experience. It is a big assignment, but I love working at the job. I hope I prove capable of handling that responsibility. May I ask that you introduce an outstanding home room secretary?

MASTER OF CEREMONIES: We will be glad to have a word from George Mitchell. How goes the game of minutes, Mr. Secretary?

GEORGE: Madam Chairman, it seems to me that taking minutes in a junior high home room is quite like being in the midst of a sharp skirmish at the battlefield. Each time we have a business meeting, motions burst, and seconds pop furiously around my bowed head. I soon retreat into my foxhole in the far corner of the room. There I shudder at the barrage of nominations, motions, seconds and discussions that fill the air around me. Cutting one's way through barbed wire entanglements is a mild operation, when compared with the unraveling of those snarled notes that must be made into first class minutes.

MASTER OF CEREMONIES: Cheer up, Mr. Secretary, the home room will certainly agree with me in this: when you read your accurate minutes back to us, we often realize we have accomplished something really worthwhile.

GEORGE: Thank you, Madam Chairman. Now will you please allow Betty Joyce Kneppeler to speak about our representation in the Student Council? (Betty Joyce starts forward.)

MASTER OF CEREMONIES: Yes, indeed, that is something I'm always happy to hear about, Betty Joyce..

BETTY JOYCE: Madam Chairman, at times we are sure we have put aside enough pennies to go to see "My Friend Flicka" showing at the neighborhood theatre, and perhaps have a chocolate bar or some chewing gum for good measure. In comes Marginelle Kitterman with a "No! No!" look in her eye. We sadly say goodbye to those fond dreams. Dutifully we buy our stamps or pay our Junior Red Cross dues.

MASTER OF CEREMONIES: Betty Joyce, let's all remember that the Marines who pushed ahead to win a foothold on the Gilbert Islands, or Texas' own 36th Division that held at Salerno Beach in Italy, made a very heavy sacrifice.

BETTY JOYCE: We are glad to do our part! I was only "fooling." I realize that

all who have been chosen for student council service feel they are indeed lucky persons. You have, I'm told, a rare personality in the sponsor, Miss Fulton; I'm sure everyone gains inspiration from our Council president, Leta Fae Arnold. We have already shown how all carefully planned student council movements are executed by the companies of storm troops known as home rooms. Look at that November 100 per cent list of home rooms buying stamps and bonds! Twenty-one out of thirty-five home rooms at Hogg were tops.

MASTER OF CEREMONIES: But L8's hang your heads! The L9's lead us. They had 83 per cent of all their L9 home rooms that were 100 per cent in buying bonds and stamps. I'm promising right now for all L8's that we mean to do our full part to keep that Minute Man Flag flying.

BETTY JOYCE: You can count on us, Marginelle. And now, here is Darwin Moses.

MASTER OF CEREMONIES: Come right in, Darwin.

DARWIN: Madam Chairman, we L8's tagged behind the time that Miss Walker's H8's produced \$4.34 in the drive for library funds. There is one more thing, Madam Chairman! All of Hogg School is ganging up to go out after that fine trophy that is offered for perfect fire drills. We do not intend to miss that opportunity for Hogg Junior High!

MASTER OF CEREMONIES: Thanks, Darwin, I believe we can win it. And now our vice president, who performs a unique service for us. Wannie Lee is the budding actress of our class.

WANNIE LEE: Madam Chairman, it is Mrs. Perry's home room that has some of the most outstanding actor talent. Remember the two fine players, Sheldon Fitze and Ralph Grawunder? Then we like to recall that nice bit of acting in the play given by L8-314. You know how enthusiastically Gloria dashed across the stage to her brother intending to give him a warm embrace? She was headed off quite neatly in disgusted big brother style by Mig Howard.

MASTER OF CEREMONIES: You are right, but modest. Now about our vice-president's task.

WANNIE LEE: Madam Chairman, I feel it a very special privilege to have been asked to lead morning exercises in our home room. When the home room has saluted the flag, when we have all repeated aloud the Lord's prayer, and have together

sung a patriotic song, and when we have listened carefully to the reading of a short Bible selection, then we all feel, I think, as if we have the right start for the day.

MASTER OF CEREMONIES: Then you enjoy your service in home room?

WANNIE LEE: Yes, Madam Chairman. In many ways it seems we find an opportunity in home room that is not open to us in any other type of junior high school activity.

MASTER OF CEREMONIES: Just what do you mean, Wannie Lee?

WANNIE LEE: Madam Chairman, may I read a message from a former Hogg Junior High boy now wearing his country's uniform? He gives his viewpoint on the home room.

MASTER OF CEREMONIES: By all means let us hear it.

WANNIE LEE: This is a letter from Walter Dieckert, 18 years of age, who has been sent for a certain kind of military training to Hope College in Holland, Michigan. It was written to our home room teacher. (Reads):

"My experiences in home room at Hogg certainly have helped me. I guess it was here that the whole gang of us kids got our first taste of how to get along with one another in an organized way, and this, in my way of thinking, is one of the most important things anyone can learn."

MASTER OF CEREMONIES: He should know, Wannie Lee. He said it for us, did he not? And we think you serve us well as we meet together each morning. Will you please give us a number on your marimba, Wannie Lee?

WANNIE LEE: I will be glad to. (Plays "The Parade of the Wooden Soldier.")

MASTER OF CEREMONIES: Thank you, Wannie Lee. (To the audience) Home room companies are serving under your chosen officers. There are many emblems at Hogg that represent our ideals of service. First, there is the flag of our country. (It is brought on stage.) Next, the flag of the Lone Star State. (The Texas flag is brought on); now our Minute Man flag (brought on by a student); then for buying the largest share of bonds and stamps, the supremacy banner (brought on by the student council president); then the banner of Hogg Junior High. (It comes in.) Here they are! Your proud banners! (Banner bearers all find places on the stage.) Our own home room member, Frank Meece, will now give us the call he

uses each morning as a school bugler.

FRANK MEECE: I am happy to have Jack Golden accompany me. (Jack comes on from behind curtain. Class on stage rises and faces Frank as they begin. Master of Ceremonies motions for audience to rise

also. She turns as the trumpeters finish, placing hand over her heart and starts saying the pledge. Audience follows. The curtain closes slowly, leaving Hogg banner showing to the last in center of stage. Audience sings Hogg School song.)

Some Thoughts for Hallowe'en

HALLOWE'EN, known to fun-loving people all over the world as a time of gaiety and frolic, was originally a solemn religious occasion. Dating back as far as medieval times, our All Hallows Eve festivals, now marked by jack o'lanterns, witches, goblins, cider, doughnuts and pumpkin pie, actually originated from no less than two primitive religious ceremonies.

Those bonfires we are all so fond of because of the note of cheer and warmth which they lend to a get-together on the night of October 31st, can be traced back to the Druids, a religious order of Celts. It was their belief that on this particular night Samhain, Lord of Death, assembled all the souls of those who had died during the year, and who were confined in the bodies of such creatures as goblins, sprites and gnomes, because of their sins. The Druids held that the only way to ward off these ghosts who were responsible for all sorts of evil was to light huge bonfires on Hallowe'en.

Each Druid village altar was equipped with a bonfire that was kept burning continuously for protection, and on Hallowe'en these fires were extinguished and then re-lighted. Glowing embers were carried home by the village families to kindle new fires on their own hearthstones. When the Druids adopted Christianity, this practice was abandoned, but traces of it were evident as late as the seventh century, when farmers could be seen carrying lighted torches over their farms on Hallowe'en to drive off evil spirits that might be lingering in the vicinity.

The Romans, on the other hand, held a festival every All Hallow's Eve (the night before All Saint's Day) in honor of the goddess Pomona, patron of fruits and gardens. On this night, the winter stores of apples, nuts and other fruits were open for the first time. That is why Hallowe'en

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today still makes use of the brimming over fruit bowl and all varieties of nuts.

Today, however, we think of Hallowe'en in terms of parties. And especially this year when we should all strive to make arrangements for some kind of party, no matter how small, to which we can invite some servicemen and women.

There are millions of men and thousands of women now serving Uncle Sam in the armed forces, and they are stationed long distances from their homes. To many of them this will be the first Hallowe'en away from their homes and loved ones. As the holiday season approaches, they will feel a wave of homesickness unless someone in their immediate community has the forethought to plan a Hallowe'en party for their benefit. That is why the National Hallowe'en Committee, a non-profit organization, is asking every family, church, and social group to plan a party for servicemen and women.

Last year through the efforts of the National Hallowe'en Committee more than eight million parties were given throughout the country in community centers, private homes, barns, USO lounges and canteens for servicemen and women. This year the committee's goal is ten million parties.

Here are a group of games and ideas for your party favors that are sure fire:

DONUT DUNKING CONTEST

Start with eliminations. Girls place napkins around their necks, and at the signal begin dunking away in a cola drink, the winners being the first to dunk and eat a donut. Then the boys hold their contest, producing two winners. Then the finals are a different kind of a dunking contest. Bring in four large bowls filled with a cola drink with a donut floating

on top of each. The four winners put their hands behind their backs, and the hostess places a piece of hard caramel candy in their mouths. The winner is the one who eats the donut without swallowing the candy, and whistles or sings "Yankee Doodle" first.

DONUTS-ON-A-STRING

Try this one for hilarious laughs. Donuts are hung on rubber bands from the chandelier. The contestants, hands behind their backs, try to eat the donuts. First to finish and whistle the first two lines of "Dixie" wins.

PIN THE DUNK-EE

On a large board hung against the wall, draw a picture of a dunker about to dunk his donut into his cup of milk, but he holds no donut in his hand. One by one, the contestants advance, blindfolded, and try to pin a paper donut on his hand. The contestant who comes nearest to the right position wins a paper crown with a donut on top.

PASS THE DONUT

The group splits into teams of not less than six each. Boys and girls, alternating, sit on the floor one behind the other. The leader of each group balances a donut on his nose, and without touching it with his hands, has to pass it onto the nose of his

teammate sitting behind him. She in turn, still without using her hands, passes the donut back to the nose of the man sitting behind her, and so on. If they use their hands or drop the donut, it goes back to the leader who begins again. The first team to navigate the donut successfully from one end to the other wins.

Here is an idea for place cards and party favors if you are going to set a table:

Donuts, because of their popularity and economy, are not only one of the main items usually served at parties, but they lend themselves to some very nice party ideas. For instance, as an invitation: Cut out cardboard pattern of donut to open. Write the invitation in brown pencil on the inside pages. Color back and front to resemble a golden-brown donut.

PLACE CARDS

Stick toothpicks into a donut for arms and legs, with a cherry toothpicked on top for a head. Split one arm and insert card with name into it.

DONUT HORSE

This clever little broncho is easily made of two donuts held together with toothpicks. Use two quarters of a donut for neck and head. Use all or parts of toothpicks for legs, tail, ears, and eyes.

Handkerchief Zone Touch Football

ONE MIGHT think from the title of this article that the writer is suggesting a touch football game for our boys, one on the "sissy" side. Nothing could be more wrong, as handkerchief zone football is more rugged than the usual type of touch football. It requires more thinking on the part of the participants, and has the advantage of allowing a larger group of boys to participate. In handkerchief football all boys see action, and all boys need to co-operate to achieve success.

Assemble your group of boys who desire to play and divide them into two teams with an equal number of players. Ten to fifteen boys on a team make the most suitable number. Instruct each boy to put a handkerchief through his belt loop just above his hip pocket. Caution the boys that the handkerchief must not be tied to the belt loop, but must hang loosely so that a pull will free it. The line-up and the

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start of the game is similar to football. Toss a coin, and the captain who wins the toss has a choice to kick or to receive, or choice of goal to defend. A ball must travel ten yards on a kick-off, and it is then considered a free ball. Any player carrying the ball on any play is not "down" until the opponents snatch his handkerchief, or until he allows one knee to touch the ground. The spot where a play ends is always marked by an opponent who has the handkerchief of the individual who was advancing the ball. This way of determining where the play stopped is sure and it is positive. However, you will find

when you play handkerchief football that it enables a boy to be surrounded by a group of opposing players but he can still twist and dodge his way free to make yardage until he loses his handkerchief. Holding is not permitted, and when it occurs, the offending side is penalized half the distance to the goal line from the spot where the foul occurred.

Now let us consider the "zone" angle of this game. Whatever size field is available, divide it into four zones of equal size. Small stakes may be driven into the ground to mark the zones, or if a football field is used, the yard stripes will divide the field into four twenty-five yard zones. The zones are number 1, 2, 3, 4, starting from the goal line you are defending. You will see that zone one for team A is zone four for team B.

(DIAGRAM OF FIELD)

Z O N E	Z O N E	Z O N E	Z O N E
4	3	2	1

In order to develop in young players a football "sense" in selection of plays, the zone phase of handkerchief football is now explained.

A team on the offense must kick the ball on second down if they are in Zone 1, third down in Zone 2, and are allowed to use their own initiative when they are in Zone 3 and 4. Each team is allowed a series of four downs, but the above restrictions must be followed. If a team is able to carry the ball into a new zone, a new series of four downs is allowed. Let us assume that team A gets possession of the ball in Zone 1. If they can carry the ball either on a running play or a pass into Zone 2, they are awarded a new series of four downs. If they fail on this play, they must punt, because you must punt on second down in Zone 1. Let us assume they get the ball into Zone 2. They now have two plays to get the ball into Zone 3. If they fail in these two plays, they must kick on the third down. When the team gets into Zone 3 or 4, they have four downs to use as they please. If a team moves into a new zone, they are awarded the downs for that zone, and if they drop back into the preceding zone, there is no

penalty connected except the loss of yardage. Maybe after reading this explanation you may think that the rules are complicated, but in reality they are easy to remember. A good football team usually punts on second down when they are inside their twenty yard line, and Zone 1 is comparable to this. Likewise, a team in possession of the ball between the twenty and forty yard line would punt on third down, and since this is the same area as Zone 2, it is logical to kick on third down. After a team passes midfield, one cannot figure just what plays it may choose, and in this handkerchief zone football the same freedom is given. You will see some quarterback sneak plays in this game, especially when a team is a yard or two away from the next zone. Let us consider some of the advantages of this game over our present touch football:

First, a greater number of individuals may participate.

Second, arguments regarding where a person was touched is eliminated by the use of the handkerchief.

Third, the game requires more thinking and planning.

Fourth, all participants enter into the game as they are likely ball carriers.

Fifth, game allows players more chance to run with the ball and make yardage.

Sixth, game allows for greater individual development of skill in dodging, catching, running, blocking, etc.

Seventh, game can be played with regular eleven-man teams interscholastically.

(A. Small schools which do not have equipment to play six man football, can substitute handkerchief zone touch football.)

Eighth, only equipment needed is a football and a suitable field which can be marked, improvised.

Now let us consider the disadvantages of handkerchief zone football.

First, field must be marked off in some fashion.

Second, game is rougher than the present two-hand touch football.

Third, clothing is accidentally torn by players grabbing for handkerchief.

It is urged that you try handkerchief zone football, using all of the rules of football except tackling and off-your-feet blocking. In addition, add the rules pertaining to the zones and the use of the handkerchief, and you will find that the boys will go for this game in a big way.

Let's Have a Hallowe'en Carnival

H ALLOWE'EN will soon roll around again, and no school can afford to miss this opportunity to celebrate America's most rollicking and hilarious holiday. The date for such festivities is also an excellent time to make a little money for your school. You may be able to use the funds derived from such an affair to finance those student projects that you are planning. Why not have a Hallowe'en Carnival?

Tradition has it that Hallowe'en is the time for outlandish costumes and masks, along with ghosts, witches, goblins, black cats, and mischievous spirits that go spooking around on All Hallow's Eve. You will take all of the fun out of the festivities if you try to streamline this old American custom. However, you can keep the mischievous spirits, in the person of little boys, from being abroad with their soap and whitewash by planning a jolly evening at the school gym.

Posters and clever invitations with little Hallowe'en verses are excellent ways of spreading the word that there is to be a carnival. These should be planned to arouse interest in persons of all ages and homerooms. Of course, they will be made by the school clubs.

There should be a decoration committee. Here again is no time to streamline and go modern. Use the traditional Hallowe'en tokens, making your decorations either elaborate or strikingly simple. In case you have forgotten and need a reminder, here are a few things you can use: cats, witches, owls, bats, broomsticks, pumpkins, bones, chains, cornstalks, and autumn leaves. Decorate all of the booths and be sure to make large signs with the price and the name of the game or activity.

Cute and clever girls should be in charge of the check room. Charge what the traffic will stand, but maybe as low as two cents each. Stands selling candy, doughnuts, coffee, cider, cake, etc., may well prove to be your best source of income.

The exact nature of the booths and your program for the evening depends to some extent upon the available facilities. However, no carnival is complete without the Chamber of Horrors. To make this idea a success, you must darken the room, hang paper bats on strings from the ceiling at

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a distance of about five feet from the floor. An alternate idea is to have strips of paper hanging from the ceiling and blown by a fan. Place soft objects on the floor where they will be stepped on. Be sure to have someone rattle chains and groan. Even a good scream is nice if you think the victims can take it. If you want to make this act particularly horrible, seat the group, and in the dark, pass around the parts of the late Mr. _____, all the while telling a slightly gruesome story about his sad fate. You can use grapes for his eyes, a moist sponge for his brain, beans for his teeth, dried peaches for his ears, fur for his hair, and an old glove full of moist sand for his hand.

The Witches' Cauldron is a dressed-up version of the old Fishing Pond. Small, inexpensive toys or items may be bought wholesale and placed in a booth made up, as nearly as possible, to resemble a black pot or a witches' cauldron. Give the youngsters and their grown-up friends and relatives a fishing pole with a clothes pin or a safety pin for a hook, and allow them, for a fee, to fish in the pot for a prize.

The Night Club is sometimes popular with the young people. One room is turned into a night club. Here, for a small admission price, guests are served cider and doughnuts, and can see the floor show that is put on by a group of students.

Adults soon tire of all the gaiety and noise. For those who do, an Adult Rest Haven is just the thing. For this, a quiet room is required. Have several comfortable chairs and serve refreshments..

All Hallowe'en Carnivals must have a fortune teller. You may have a ghost or witch telling fortunes in one of many ways. One very good way is to set up a large mirror in a dimly lighted room or booth. The victim is seated and asked to close his eyes for a moment, then is told to open them and he will see the image of his or her true love in the mirror. Two "images," one dressed as a ragged tramp and the other as a prim old maid, hide in a darkened corner and step out to look over the shoulder of the victim at the right

moment, the old maid looking over the boy's shoulder and the tramp over the shoulder of the girl, as the case may be.

Another way to tell fortunes at a carnival is to have the fortune teller read the fortune from symbols inked on pumpkin seeds selected by the victim who reaches into a pumpkin and picks out several seeds at random. The meaning of each symbol has been written out in advance for the fortune teller.

If there are lots of gala costumes, a parade is in order. Have all those in costume join a parade around the floor of the gym. Following the parade, three judges may select the best costume and make an award. The award may be something like school supplies or even a bond, depending upon how much you want to offer. You will want to publicize this contest.

You may have a short program of songs and skits, to which all are admitted free, or for a fee, just as the booths are closing.

The above suggestions will serve to start you thinking. Nothing will employ the whole student body of a school in more thrilling, profitable, and educative project than will a school carnival. The secret to success lies in a sound philosophy and careful planning.

Boat Ride Finances Cannelton High at Work

GERALD R. NEFF

*Superintendent of Schools
Cannelton, Indiana*

In a Cannelton High School student council meeting, the members were discussing some of the contributions to the war effort that have been made in our school program. Several members of the group thought that the public should be informed of these adjustments, as a means of gaining favor for other worthwhile objectives.

After much discussion and thought it was decided that a pamphlet should be published, showing pictures of some of the classes of the various departments and giving brief statements telling about these wartime efforts.

One of the first problems to be met with was the financing of the project. This problem was promised solution when a faculty advisor suggested that the pro-

ceeds of the annual educational boat excursion up the Ohio River would be available for the project. Everyone liked the idea.

With the financial problem solved, the council began working on the materials to be included in the proposed pamphlet. It was decided that each of the various departments should be represented by one class. The typing class pointed out that in our commercial department special emphasis is given to preparation for essential office work and for further commercial training. The cooking class explained how our home economics classes promote the growth and development of individuals by bringing about, through education, changes in food habits and attitudes necessary to a well-nourished, undefeatable nation. Our six-man football team told how physical fitness is one of the immediate objectives in advancing the war effort and that "physical" fitness is a general term that also includes "mental" fitness or morale. The journalism students pointed out that we learn to read newspapers intelligently as a part of our school work, that journalism serves as an outlet for creative writing and develops an understanding of public opinion and its future in a free country. The general shop students showed that many students are receiving training in practical activities that the consumer will use in the selection, servicing, and production of the many necessities in and about the home. The music department, represented by the band, brought out that our program of music education in war time is co-ordinated with the over-all program of general education and community activities.

The Council planned the distribution of the pamphlet very carefully and decided that it should be sent to all members of the armed forces who attended our school, parents and patrons of the school, and organization leaders of our community.

Six hundred copies of the pamphlet have been published and distributed. We have already received many favorable comments, and the council believes in the motto adopted by the Omaha Executive Association, "Give the people light and they will find the way."

"There has never been a time in our history when it was more necessary to provide recreation in music, drama, community sings, games and play hours for all."—Harriet Elliott.

Assembly Programs for November

CONTINUING the theme for assemblies during the school year, "For this we fight," selected as the subordinate theme to be emphasized in assemblies for November. This theme stresses the basic factors in educating boys and girls for the democratic way of life—appreciation of American institutions, preparation for living and making a living, knowledge of democratic government, co-operation in solving common problems, etc.

"The American way of education" as a theme for November suggests that schools develop programs which emphasize the cultivation of habits of sympathy, co-operation, fair play, good-will, and industry; of service and sacrifice for the common good; of joy and pride in excellence of workmanship; and tolerance. "The American way of education" is one of our greatest contributions to civilization. The theme fits admirably with the nature of special events around which assembly programs for November will be developed in most schools.

SIGNIFICANT EVENTS IN NOVEMBER

November is especially blessed with occasions for special programs, with several significant days and weeks generally observed in schools during the month. Among the events which should be noted by the assembly committee are: General Election Day, American Education Week, Book Week, Armistice Day, and Thanksgiving. Some of the historical dates and birthdays which might offer suggestions for assemblies are: November 10, anniversary of founding of United States Marine Corps; November 13, birthday of Edwin Booth, America's greatest actor; November 21, invention of the Phonograph; and November 30, birthday of Mark Twain.

The General Election in November is an opportunity for high schools to give students an understanding of election procedure and practices, and a method of providing a valuable lesson in practical citizenship. This might be made a project of the assembly committee and carried out in the following way:

Plan an election in the high school to run parallel to the general election in the community. As a forerunner of the election, get the social science classes to stress the responsibility of citizens for voting, election procedures and problems, and current political issues. Let students organize political parties, hold a primary election to select candidates who are nominated in primaries, and an assembly in the form of a convention to choose candidates who are nominated by the convention method.

Each party will draft a platform in which it states the principles it stands for and its views on issues and problems of today. Just before the final activity, the election, hold an assembly in

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the form of a political rally. Give candidates on both parties a chance to state their views on issues and to debate points of disagreement.

The following are ideas which schools may find useful in developing programs for American Education Week, Armistice Day, Book Week, A War Savings Assembly, and Thanksgiving.

AMERICAN EDUCATION WEEK

FIRST WEEK

A handbook, posters, and other helpful materials for use in the observance of American Education Week and in planning an assembly program may be ordered from the National Education Association, 1201 Sixteenth Street, N. W. Washington, D. C. The date of the 1944 observance of AEW is November 5-11, and the general theme is "Education for New Tasks."

Two assembly programs are suggested to be given in connection with AEW; the first is a general program based on the theme of the Week, the second, programs which might be adapted for use in the observance of Armistice Day. Armistice Day occurs during AEW and most schools make its observance a part of the activities of the Week.

The following outline might prove helpful or suggestive to schools in planning an AEW assembly program:

Chairman—Representative of AEW Committee
Pledge of Allegiance—Assembly
Musical Selections—Orchestra
Introductory Talk by Chairman—"The Meaning of AEW and the 1944 Theme"

Three Minute Talks by Students—

- "Building Worldwide Brotherhood"
- "Educating All the People"
- "Improving Schools for Tomorrow"
- "Developing an Enduring Peace"
- "Preparing for the New Technology"
- "Enriching Our Cultural Heritage"
- "Bettering Community Life"

(These are the themes for the day-to-day observance of AEW. The talks might be preceded by a discussion of them in social science classes.)

Forum Discussion—"The American Way of Education"—Led by the Chairman

Concluding Talk—"Why We Must Emphasize Education and Plan Its Future Even in the Midst of War"—Principal or Teacher

Group Singing—Assembly

ARMISTICE DAY PROGRAMS

Following is a description of an Armistice Day assembly presented by the Alexander Hamilton High School, Los Angeles, California. It provided the art, music, physical education, public speaking, and drama groups with a co-operative

enterprise. The assembly committee who arranged the program reported that it was impressive and well-received by the student body.

Scene: Tomb of the Unknown Soldier. Small crosses were placed here and there on the stage, casting large shadows on a blue backdrop. A sentry is on guard. This scene is revealed as the student body enters the auditorium.

Program: Combination of speech, music, and dance pantomime. Excerpts from famous American documents of freedom (Declaration of Independence, Speeches of Patrick Henry, Thomas Jefferson, Woodrow Wilson, Abraham Lincoln, Sgt. York, and Franklin D. Roosevelt are examples) came over the public address system. These represented the various American wars which have been fought to preserve our freedom.

At the conclusion of each excerpt appropriate recorded music was played and mourners of the war's dead enter, pay their respects at the tomb and exit. This movement is an interpretation of the music which should express the proper mood. With each war the number of mourners increases and movements of mourners change.

At the close of the last episode relating to World War II, the mourners are motionless and taps sounded.

There are many forms and types of programs for Armistice Day assemblies which have been developed by various schools. Another different type of program for an Armistice Day assembly is illustrated in the following description of an assembly presented by the Passaic, New Jersey, High School:¹

A boy of the general auditorium committee was made responsible for the program. He selected two of his friends to help him and after due consideration, decided that the theme of the program should be "World Peace." This time a local citizen, who is a dynamic speaker, was invited to address the student body. The chairman of the committee, after consultation with the principal and faculty adviser, made all arrangements with the speaker and acted as host while the guest was present at school.

The address, a poem, an original talk by a junior, and musical selections constituted the program, at the close of which the student chairman read the names of the Passaic High School graduates who had died in the World War. With the reading of the last name, a member of the orchestra sounded taps.

BOOK WEEK ASSEMBLY PROGRAMS

SECOND WEEK

Materials for use in planning assemblies and other activities for Book Week may be secured from Book Week Headquarters, 62 West 45th Street, New York, New York. In some high schools the sponsor for this assembly is the Library Club; in others, the program is an outgrowth of activities of the English department. The purpose of Book Week is to develop interest in reading good literature.

Below are digests of articles describing assembly programs dealing with books which should

prove suggestive of the kind of activities which would be appropriate for Book Week assemblies.

BOOKLAND PAGEANT²

This assembly was presented by the Gallia Academy High School, Gallipolis, Ohio. A frame of five feet by six feet was hinged to another frame of the same dimensions. The first frame had "Bookland" pasted on the brown paper cover. The second page was covered with muslin, and the characters stood behind this and directly in front of a large photoflood light. The door was opened and closed by two girls dressed as pages. A reader in a robe used by the choir read the script in verse form as an introduction and then in prose for each scene, from left of the stage. The figures were in silhouette.

The introduction told of the value of books, especially in this time of world conflict. The speaker then told the audience that Homeroom 306 would take them to "Bookland" to show them a few companions.

The ten literary selections chosen to form the theme of the pantomime were: (1) King Arthur receiving his sword "Excalibur" from the Lady of the Lake; (2) "Eppie in the toal hole"; (3) "The finding of the map," from "Treasure Island"; (4) "The Courtin'", from Lowell's "Biglow Papers"; (5) Phillip Nolan's speech to a young sailor on blessing our Flag; (6) Tom Sawyer's friend "Ben" trying to persuade Tom to allow him to whitewash the fence; (7) Father telling Clarence how to manage women from Clarence Day's "Life with Father"; (8) Lola Pratt's using "baby talk" with her dog Flopit and Willie Baxter who is imitating Flopit, from Booth Tarkington's "Seventeen"; (9) Barbara Fritchie challenging the Southern troops; (10) Francis Scott Key's writing the "Star Spangled Banner."

"THE SIX BEST SELLERS"³

The Library Club of Lincoln Junior High School, Charleston, West Virginia, having initiated a good reading campaign, made two-minute speeches in the various homerooms and interested the children in a contest for assembly programs which would boost the campaign.

The program which the Club gave first place was that of an eighth grade homeroom. As the curtain parted it revealed on the stage six immense volumes whose titles were easily read by the audience — "Robin Hood", "Rebecca", "Tom Sawyer", "The Call of the Wild", "Kidnapped" and "Ivanhoe."

Two boys entered discussing the required home reading. How they hated that old library with its silly, sissy books! One of the boys rather viciously pulled from the shelf "Robin Hood"

¹Ruth N. Thomas, "Auditorium Programs," "Quarterly Journal of Speech," XXII (April, 1936), p. 267.

²Anne Bradbury, "Bookland Pageant Provides Good Assembly Program," "Ohio Schools," XXI (January, 1943), pp. 23-30.

³M. Channing Wagner, "Assembly Programs," (New York: A. S. Barnes and Co., 1930), p. 72.

Immediately the cover flew open and out jumped Robin Hood and his men. They gave the scene where the Black Knight comes to join this outlaw band. The two boys, delighted with this performance, tried each book in turn. In other instances, the hero or heroine told the story.

Finally, the heroes and heroines of these six books came forward in a chorus and sang an original song called "The Six Best Sellers of Lincoln Junior High School."

The following idea for a Book Week assembly program for this year was contributed by Jessie Armstrong, Kilgore, Texas, High School:

Several weeks before Book Week, select a list of fifteen or twenty outstanding books in the school library and post on bulletin boards of each homeroom. Explain that during Book Week a contest will be held based on these books and encourage students to read as many of them as possible.

The assembly program consists of dialogues, monologues, short plays or dramatizations, serious readings, etc., based on the list of books. Students who had read the books are asked to identify the various excerpts read or scenes portrayed. Prizes are awarded to the students who identify the largest number of scenes from the books. For variety in the program, have impersonations, songs, and dances, and the reading of significant quotations and paragraphs from the books.

WAR SAVINGS ASSEMBLY

THIRD WEEK

This program was suggested by the Education Section, United States Treasury Department. Its purpose is to explain the meaning of war savings as a measure in fighting rising prices. It is designed to be of interest to both school and community.

Program: "Figure It Out," a living musical newspaper, written by John McGee, and first presented at the Cleveland Heights, Ohio, High School. Script for this show, a production manual, lyrics, and orchestration are available free to schools from the Education Section, United States Treasury, Washington, D. C.

This is a program which may run as long as one and one-half hours, or it may be cut to the length the school desires without destroying its effectiveness and educational value. Some schools may want to adapt the script in order to give more local color to the performance, or to write a new script modeled along the same lines in which their own ideas are carried out.

THANKSGIVING PROGRAMS

FOURTH WEEK

Following is the text of a Thanksgiving assembly program arranged and presented by the Auditorium Club, Robbinsdale, Minnesota, High School:

Piano Solos by Students—

"Festival Postlude" by Clarence Kohlman

"Lord Speak to Me" by Louise Stairs

Sophomore Student Speaker—"What I Should Be Grateful for in a Material Way"

"Built on a Rock"—Band (Fantasia on a Chorale by Lindeman)

Senior Student Speaker—"What I Should Be Grateful for in an Intellectual Way"

"Prayer of Thanksgiving"—Girls' Sextette

Junior Student Speaker—"What I Should Be Grateful for in a Spiritual Way"

"God Bless America"—Band

"A THANKSGIVING ASSEMBLY"

The purpose of this program, presented by the Garrison Junior High School, Baltimore, Maryland, was to call the attention of students to the advantages of living in a democracy where individuals are relatively free to lead their own lives. Four incidents or privileges were selected which were within the understanding and experience of the boys and girls: (1) freedom of religion, (2) opportunities of public education, (3) the right to vote without interference and pressure, and (4) freedom in the home. The stage was divided into sections, one representing "America," the other representing "Somewhere in the World." A narrator for each side gave a few salient facts for each scene. Care was taken to mention no foreign country and to select incidents that might have happened in several nations. The program opened with the assembly singing "America, the Beautiful." The narrator

Dorothy M. Duval, "A Thanksgiving Assembly," "Baltimore Bulletin of Education," XVII (November-December, 1940), pp. 138-141.

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from "Somewhere" reviewed briefly the time, place, and reason for the first Thanksgiving and emphasized how fortunate we were to be living in America instead of in some less fortunate country. He also called attention to the fact that in some foreign countries there is religious discrimination against certain creeds and denominations.

The first sketch showed a street scene in a foreign country. The door of the house of worship was barred and an officer of the law was forcing the people to keep moving briskly. A group of citizens who had come to worship were compelled to move on sadly to worship in secret.

"The American Way" showed a church door open to all who wished to enter. The organ music (accordions played Bach) and voices of the choir (behind the scene) invited all who passed to enter and share in Thanksgiving service.

The second episode showed a foreign and an American school room. In the foreign classroom the children were gathering in preparation for the evacuation of their homes. Each child carried a gas mask, wore his name on a placard in a conspicuous fashion, and some carried extra clothing, lunches, or a valued possession. Parents came to bid their children good-bye.

The dialogue helped to convey the idea that these children were leaving their homes not knowing where they were going, nor how soon they would return. In contrast to this, on the other side of the stage in an American school, a typical school day was in progress.

In the third episode, voting conditions in some foreign countries were dramatized, emphasizing the lack of choice in the ballot. On the American side a voting booth with its curtain guaranteeing secrecy in voting was on the stage; a prominently displayed sign prohibited electioneering. According to the dialogue, one voter was voting for the first time because he had just reached voting age, another because he had just been naturalized, and another was an old-timer who had voted many times.

The last scene showed homes in a foreign country and in America. The foreign home showed the lack of security: gas masks were essential, the father had been called for military service, there was no gasoline for motoring, there was censorship of radio and newspapers, and rationing of food and clothing. The American scene showed a happy united family, each interested in his own home and community affairs.

After the curtain fell on the above scene, the narrator for the "American Way" stepped forward and asked the audience to show its appreciation of America by renewing their pledge of allegiance. A Scout carrying the American flag stepped in front of the curtain as the children repeated the pledge and sang "God Bless America."

REPORTS OF ASSEMBLY COMMITTEES

Riverside High School, Milwaukee, Wisconsin. We have come to rely largely upon original scripts for our programs. Such scripts are economical and practical since they are written

about the materials and student talent available. The most simple type of script to write is the eclectic one. Once a suitable framework has been created to be presented by a narrator, the individual numbers need not necessarily be original. For example, this Thanksgiving program:

Narrator's comment: "The value of Thanksgiving to Americans who, in a world of chaos, cling to the traditions which represent the eternal verities. Then follow the Thanksgiving pictures which connote the word "Thanksgiving" to us.

Thanksgiving in the days of our youth:

Small child's recitation—"Over the River" with off-stage choir to furnish musical accompaniment

Thanksgiving morning—Church:

Choir sings Psalm 100

Thanksgiving dinner:

Mother in humorous original poem tells of holiday dinners of yesterday and today

Thanksgiving afternoon:

Grandfather's Story—"Canned Chicken for Thanksgiving." (Original)

Thanksgiving evening:

Songs in family circle by choir; solo numbers

Thanksgiving in our Nation:

From our and all other homes, the American can gives thanks. (Any suitable editorial may be used here)

Choir—"Now Thank We All Our God"

In staging, we refrain from the use of the box set. The cyclorama, the gauze curtain or

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SCHOOL ACTIVITIES

"scrim," and a white curtain have given us opportunity to experiment with lighting and particularly with painted paper silhouettes. At Christmas, great holly wreaths were painted on brown "store paper," cut out, and pinned on the white curtain; large white stars were suspended from above. For Thanksgiving, corn shocks and pumpkins were fashioned of the same brown paper. To reveal the dream of a soldier boy in the Pacific area, palm trees and waves and a shore line were created by pinning black silhouettes on the "scrim"; then lights behind the gauze highlighted or dimmed the dream figure as desired.—W. G. KASTNER, Principal.

Wilson High School, Cedar Rapids, Iowa. We have found the material on assemblies published in *School Activities* very helpful, and we believe that our experiences may be of interest to others.

Our most successful assemblies grow out of classroom situations. The radio assembly is an example. We have French and Latin plays and programs done by these classes, physical training exhibitions, musical concerts, debates, etc.

Radio Assembly. This program was the out-growth of an English assignment in two tenth-grade classes. Students were divided into groups of three, four, or five persons, according to their own choice. Then each group used the remainder of the class time to write a script suitable for a radio broadcast that would last five minutes and would be presented in class by the group that wrote it. No limit was set on subject matter or type of program. Scripts were finished outside of class and were ready for presentation the next day. One student served as station manager and timed each program with a stop watch.

Everyone in the classes was very enthusiastic about the skits, for there were great variety and originality. News spread and the two groups decided to meet in the classroom at noon two days to hear each other's programs. A member of the assembly committee came to suggest that an all-school assembly be held, based on the skits. A committee of three students from the classes chose the five best scripts and arranged them in order:

1. A play-by-play account of a boxing match
2. News broadcast from New York, London, and an underground station in occupied Europe
3. An installment of a love story
4. Interviews with a test pilot of a new bomber and with the president of the company that had manufactured it
5. The adventure of the "Three Bears and the Honey Tree"

Then production problems were discussed. The school has a public address system set up in the auditorium. The committee finally decided that the actors were to remain invisible and the microphone was to be set up behind the curtain to retain the illusion of radio reception by the audience.

The chairman of the selections committee served as announcer at the very beginning of the program only, giving the names of the par-

ticipants in the order of their appearance, but not giving any information about the skits. They followed in order with no pauses between. The story of the three bears ended with the traditional, "tune in next Wednesday at the same time to hear more about Baby Bear's troubles."

The success of the program came from its spontaneity which was due to the originality and enthusiasm and co-operation of the students, and to the fact that not more than ten days elapsed from the time the first assignment was made until the assembly was presented.

Armistice Day Assembly. "For this we fight" was the theme of the assembly given in observance of Armistice Day, 1943. The title and skeleton of the program were taken from the pageant of that name written and produced by L. E. Power and students of Englewood, Colorado, High School, and published by the National Education Association. Our adaptations were arranged by the assembly committee. The pageant as we presented it consisted of six scenes, each of which began with a tableau:

Scene I—The Flag

Scene II—Girl with a Wreath

Scene III—White Crosses and Poppies

Scene IV—A workman (laborer)

Scene V—A farmer

Scene VI—A Refugee

We used the two narrators and the voice of
(Continued on page 71)

Pupils

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News Notes and Comments

American Education Week

American Education Week is to be observed November 5 to 11, 1944. The theme for this year's observance is "Education for New Tasks."

The day-by-day program is as follows:

Sunday, November 5, Building World-wide Brotherhood; Monday, Winning the War; Tuesday, Improving Schools for Tomorrow; Wednesday, Developing an Enduring Peace; Thursday, Preparing for the New Technology; Friday, Educating All the People; Saturday, Bettering Community.

Write to the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., for materials to assist in observing the week. These consist of a five-color poster, two-color stickers, leaflets to be sent into homes, leaflets for teachers and laymen, the Manual, a high school play and other materials—all at small cost.

Laws regarding the control, auditing, etc., of student activity funds are being passed in the various states. Oklahoma recently passed such a law.

Going to Hold a Carnival?

How to Plan and Carry Out a School Carnival by C. R. Van Nice, supplies the plans and anticipates the problems of a school carnival. Price 50 cents. Order from School Activities, 1515 Lane Street, Topeka, Kansas.

The first conference ever held in the White House on rural education will be called October 3-5. Financed by the National Education Association and planned jointly by three divisions of the NEA headquarters staff, the Conference will bring to its sessions two hundred leaders of groups whose economic and social interests are linked with the prosperity of rural American life. Farmers, educators, labor leaders, publishers of agricultural journals, the rural press, government officials, farm organizations, industrialists, public health officials, and parents who are especially concerned with the schools of open country and village, are among those who will be in attendance.

War Bond Musical Show Becomes Nationwide Hit

Since early spring the new Treasury War Bond musical show "Figure It Out" has been produced in at least twelve states. In some instances it has been done simply with only thirty or forty students during an assembly period, while other schools have made it an extravaganza for a full evening's entertainment with a cast of several hundred.

With catchy tunes and amusing dialogue "Figure It Out" dramatizes the high cost of living and how the individual can fight that rise

through buying War Bonds and Stamps. Such songs as "Double Duty Dollar" and "I'm an Inflationary Dollar" give pertinent advice to the audience to save more.

That means that "Figure It Out" serves a double purpose. While it is providing real entertainment, it is bringing to the community the philosophy of the nation's War Finance program so that each citizen may "Figure It Out" for himself, and save accordingly.

Information about free materials for staging "Figure It Out" may be obtained from the Education Section, War Finance Division, Washington 25, D. C.

Specialist Available

In announcing the assignment of Lester A. Kirkendall to serve as senior specialist in health education, Division of Physical Education and Health Activities in the United States Office of Education, the statement is made that Dr. Kirkendall's services are available to school systems, to teacher-training institutions, to workshops, and to other agencies and organizations devoted to the education of American youth.

"Communication Arts" Offers Wartime Suggestions for Eleven Teaching Fields

Eleven national teacher organizations collaborated with the United States Office of Education in the preparation of "The Communication Arts and the High School Victory Corps," publication of which is announced by U. S. Commissioner of Education John W. Studebaker.

This new pamphlet suggests ways in which teachers of the following communication arts can further serve the high school program's wartime objectives: English, speech, foreign languages, journalism, dramatics, music, art, graphic arts, libraries, radio, and visual education.

"Extracurriculum Activities," by J. Lloyd Trump, is a new book published by The University of Chicago Press.

A School Historical Society

In the Central High School of St. Paul, Minnesota, there is a historical society, the purpose of which is to keep a history of the graduates of the school. Each member is responsible for certain graduates on whom a complete file is kept from newspapers, magazines, etc. The work of the society helps to build school spirit and gives the students valuable practice in research methods and procedure.—*The School*.

School Activities readers are promised another presentation of the current high school debate question by Harold E. Gibson beginning next month.

"The training of the athletic field which pro-

duces in a superlative degree the attributes of fortitude, self-control, resolution, courage, mental agility, and, of course, physical development, is one completely fundamental to an efficient soldiery."—General MacArthur.

Send Your School's Name to War On Equipment Financed by War Bonds

"Thanks, kids, it's good to know you're back of us," is the gist of the messages which are beginning to come in to schools all over the country as one G. I. Joe after another writes back from the battle front to acknowledge some jeep, plane, or ambulance bearing the school's name as War Savings sponsor.

The first American jeep to land on Kwajalein was "purchased" through the War Savings of St. Andrew's School of Erie, Pennsylvania. The first glider to land on enemy-held territory on D-Day represented the War Savings of the school children of Greenville, Michigan. An East Orange, New Jersey, pilot downed a Messerschmitt-109 on the third flight of a fighter plane bearing the name of the East Orange High School. By V-mail and press dispatch these bits of news are coming in to excited school groups.

"Personally I believe that essential religion is one of the world's supremest needs, and I believe that one of the greatest contributions that the United States ever can, or ever will, make to world progress — greater far than any contribution which we ever have made or ever can make to the science of government — will consist in *furnishing an example to the world of how the religious life of a nation can evolve intelligently, wholesomely, inspiringly, reverently, completely divorced from all unreason, all superstition, and all unwholesome emotionalism.*"—ROBERT A. MILLIKAN, California Institute, Pasadena.

"Outside" Coaches a War Measure

A wartime shortage of athletic coaches has made necessary special action to permit athletic coaching to be done by persons outside the school faculty. For instance, according to *The Kansas Athlete*, ". . . the Delegate Assembly has made it possible for the commissioner to approve the appointments of outside coaches, provided the work is confined entirely to technical instruction in athletics under the supervision of the superintendent or principal, with all responsibility for the game arrangements, relations with schools, employment of athletic officials, etc., entirely in the hands of the school administration."

Junior Planning

The members of the Stuyvesant High School History Club, New York City, have published a booklet outlining five plans for world reconstruction. Only a clearly defined American attitude on these matters, say these realistic young thinkers, will result in the formation of a world peace organization along international lines. Among the plans for world reconstruction is one

formulated by the students themselves.—School Executive.

The Co-operative League of the United States, 167 West 12th Street, New York, New York, announces its "Co-operative League Congress" to be held in Chicago, October 8-13.

Democracy Aided by Its Educational Frills

By C. R. Van Nice

Adapted from *School Board Journal*, August, '43

The student council president of a few years back is now an officer in the army. The committee chairmen have become WACS, WAVES, and SPARS. Student leaders are now key persons in War Bond and Red Cross drives. Victory Speakers are making a real contribution to the *peace* as well as to the *war* effort.

But with the return of peace, new and greater emphasis will be placed upon training for individual integrity and for democratic citizenship. Forensic activities, student councils, clubs, home rooms, committees, and teams will not only have been vindicated as "fads and frills"; they will assume their rightful place as laboratory experiences in training for democracy. They fix in young people the ideals, attitudes, and habits needed in adults to achieve, perfect, and maintain a way of life characterized by "happy, profitable working together."

As always, boys and girls will "learn to do by doing." We once taught subjects; then, happily, we began to teach *boys and girls*. Now we also teach *groups of boys and girls*. To whatever degree democracy thrives, as well as survives, our schools must train boys and girls to participate in democratic group activities — sometimes in the role of a leader, sometimes as a follower. That is the *American way*.—Wisconsin High School Forensic News Letter.

I Have Put Myself Out of the Game

"I have put myself out of the game," were the words of a four-and-a-half-year-old kindergarten girl, as she stepped out of the circle. She knew the rules; she knew she had forgotten them. Cheerfully and smilingly she dropped out. This was self-discipline.

In tennis, no one but the player may be conscious that he has violated the rules, that he committed a fault, that the ball was slightly over the line, but the player scorns to take advantage of his opponent because no one saw. He throws the next point, serves out of the court rather than profit because the official did not see. The player himself decides. His action is automatic. He does not debate with himself about it. This is what is expected, what the player expects of himself.

There are games in which such traditions have not been built up, where it is fairly customary to plan to profit by wrong decisions of the official in charge.

There are families, at least a few, where for two generations traditions and discipline are such that penalties for certain actions have been accepted as a matter of course, as inevitable, as

the way things are. The children grew up to recognize that they lived in an orderly world where there were traditions and principles. The children had freedom, but if they violated the traditions they knew they took the consequences, and expected to. There was a very considerable sense of security in knowing that one lived in a world that was fairly fixed, where chance did not prevail.

There is no greater problem before leaders than this; to build such traditions, such an atmosphere that discipline becomes self-discipline, that youngsters say to themselves without resentment, "I put myself out of the game."—HOWARD BRAUCHER in *Recreation*.

An Evaluation of a Student Council (Continued from page 44)

Since commissioners must be pupils who have a commendable record in school, each would-be candidate is given a check sheet that includes a record for each class teacher to fill in. Each class teacher grades the pupil on these check sheets on conduct, attitude, preparation, foundation, and gives the grade in the subject from the beginning of the semester to the present date. A pupil must have a grade average of C for the semester directly preceding the time he desires to be a candidate for a commissioner, must be taking at least three subjects, and must be passing in all subjects he is taking at the time of the election. The present commissioners will check with the attendance clerk for discipline problems, (no pupil who has more than five demerits on his permanent record card is allowed to run for office) and decide whether or not the pupil is a desirable candidate.

Names of the candidates are then announced and several days are allowed for electioneering. This campaigning is done by announcements on blackboards, posters, candidate cards, campaign speeches in home rooms, and various devices initiated by individual candidates. Once chocolate cigars were given by a candidate, and another time a loudspeaker system was set up during the lunch hour. Time is given in assembly for each pupil and his campaign manager to make a campaign speech before the entire school. These speeches are limited to two minutes. Each semester group — i.e., low freshmen, high freshman, low sophomore, etc. — elects one representative from his class group and two commissioners are elected from the school at large. Each pupil votes for one candidate to represent his class and two from the school at large.

Ten commissioners are elected by popular vote which gives all pupils experience in voting. The elected commissioners meet and elect a secretary. There are six appointive offices: student manager, whose duties correspond to a school president in many schools; assistant student manager; assembly program manager, publicity manager; girls' athletic commissioner; and boys' athletic commissioner. These pupils go through the same process of checking for scholarship and discipline problems required of the elective group, but they are voted upon only by the newly elected commissioners. When all offices are filled, the new officers are installed at an assembly by the president of the Commission of the preceding semester.

On election day all forms of advertising are removed from sight and ballots are cast in homerooms. The voting is done by secret ballot, which gives the pupil freedom with the responsibility to elect good officers. No student elected by his class group or from the school at large may succeed himself for the next term or may hold an elective office more than two terms during his high school career.

The Student Commission of Austin High School is composed of sixteen members and the school enrollment is approximately 1,450 pupils. The commissioners meet regularly once a week at a regular class hour and may meet on call by the principal of the school, the sponsor, or the student manager. The student manager is the presiding officer at the Student Commission meetings. At any time the members of the student commission feel that the student manager is not discharging his duties properly, he may be relieved of his duties by a majority vote of the commission. In the absence of the student manager, the assistant student manager presides.

Projects sponsored and successfully culminated by the Student Commission of Austin High School during the school year 1943-1944 were:

1. Obtained a meeting room in the new addition of the high school and purchased furniture for this room
2. Sponsored war bond and stamp drives
3. Limited the number of offices and honors held by each pupil
4. Published a student directory
5. Held joint meetings with representatives from other high schools to promote friendly relations
6. Directed the Red Cross drive

7. Decorated the gymnasium for pep rallies and all-school social events
8. Gave a party for the incoming freshmen
9. Sponsored football parades in the downtown area
10. Participated in a good will tour to Mexico
11. Assisted the principal and administrative staff in the conduct of student activities whenever called upon.

A list of activities named in connection with the governing bodies that were found in various books and magazine articles was deemed impracticable. In a master list of fifty activities selected by a group of graduate students from a list of five hundred compiled for the National Association of Student Councils,¹¹ fifteen activities in which the Austin High School Commission participates were listed:

1. Serves as an advisory group
2. Plan and conduct school elections
3. Make good will tours
4. Exchange ideas with other schools
5. Plan school assemblies
6. Act as host to conventions of student leaders
7. Co-operate with community groups such as youth organizations
8. Encourage good sportsmanship in all relations
9. Develop leadership and responsibility in school affairs
10. Help with activities to further patriotism
11. Charter and approve laws, constitutions, and regulations of all school organizations
12. Keep a box in which students are encouraged to deposit suggestions on school affairs
13. Plan the all-school social activities in co-operation with the faculty
14. Acquaint incoming pupils with the school
15. Make studies of pupil opinion and viewpoints on school affairs

A striking report on projects for school councils was a Hallowe'en parade.¹² The chief point of interest was that the pupils who were supposed to be diverted from malicious mischief by the Hallowe'en parade with its prizes, candy, etc., were the group who initiated and carried out the scheme.

Successful pupil participation in school government does not begin with the pupils. The school board and superintendent should have a broad social outlook and be

willing to defend many new aspects of school life that are growing in importance. The principal should be a man capable of independent thinking and acting. He should radiate democratic principles, and should know what is best for his school, and how to procure it. The sponsor of a student council should be a person with a social background and a sympathetic understanding. He should know how to use tact in directing the activities of adolescent boys and girls, and should have had at least one college course in principles of guidance. All teachers should be cognizant that pupils of today are citizens of tomorrow; that efficient teaching is based upon the principle of equality for all and special privileges to none. Someone must lead and qualities of leadership will depend largely on training.

Outcomes expected from pupil-participation in school government:

1. Cultivation of good citizenship
2. Character development
3. Leadership qualities
4. Acceptance of responsibility
5. Emotional development
6. Willingness to be of service
7. Building of school morale
8. Fostering respect and endorsement of the fundamental tenets of American democracy

¹¹C. C. Harvey, "Fifty Student Council Activities," *School Activities*, 13:133-34, December, 1941.

¹²Wm. J. Hagney, "Projects of Our Student Council," *The Clearing House*, 16:236-38, December, 1941.

Assembly Programs for November (Continued from page 67)

the original production. Musical numbers were substituted to suit our needs, and the program was concluded with a ceremony in which gold stars were placed on our service flag in memory of the boys from Wilson High who have given their lives in World War II.

Bond Rally Assembly—The purpose of this assembly was to stimulate the sale of war bonds and stamps. Its popularity among the students was due to the fact that they planned it and made it a success.

A thirteen-piece orchestra played the "Hit Parade" tunes. Any lack of musicianship was offset by a snappy conductor and excellent lighting effects. The individual numbers were:

Solo—"Any Bonds Today, Bonds for Freedom"
Skit—This featured a jeep

A Talk—President of the Student Council
Salutes—To the Army Air Corps, Navy and Marines

Following the program, enough bonds and stamps were purchased to make the jeep a reality.—PIERRE A. TRACY, Principal.

How We Do It

C. C. HARVEY, Department Editor

AMERICANS ALL! INTER-RACIAL GOODWILL PROMOTED BY STUDENTS

In the fall of 1943 shortly after the racial disturbances in Detroit, there was a slight flare-up of racial antagonism in Textile High School, New York City. Our school is thoroughly cosmopolitan, with no less than thirty races represented in the 4,000 students, so that some repercussion of the outside situation was natural.

The reaction of student leaders was immediate. Several students, including the president of the General Organization and the editor of the school paper, came to the undersigned and proposed the creation of what they called, at first, an Inter-Racial Committee, and later, the Textile Committee on Brotherhood.

A meeting was called at once bringing in as far as possible leading representatives of the various groups in the school population. At that meeting a rather ambitious but wholly practical program was developed to promote better unity through democratic co-operation of students in a large number of mass projects. Some of these were as follows:

1. Committees were appointed to gather and distribute inter-cultural materials. Among these were sets of posters from the Council for Democracy which were mounted in large numbers and distributed to every class on an appointed day. At this time all homeroom teachers were asked to read and discuss these posters with their groups and drive home their message of democratic unity by free discussion. Large numbers of Stephen Benet's "Creed for Americans" were mimeographed and distributed in the same way. Since then other materials of the same nature have been secured by the group and used for this good propaganda purpose.

2. Still another project carried through was the publication of a goodwill bulletin called "People of All Races and Religions."

3. In order to interest the faculty, Dr. Clyde Miller, author of a plan of inter-racial co-operation used in the Springfield, Massachusetts, School system, was invited by our General Organization to speak at a meeting of the faculty. Out of this talk there arose a faculty committee which has proceeded along lines similar to those of the student committee.

4. Other plans not fully matured include the establishment of a student court, a program of intra-mural athletics, and the conduct of special assemblies. One such assembly has already been held and others have been planned.

It must be emphasized in conclusion that virtually all of this work has been planned and carried through by students, and that the faculty has acted chiefly in the capacity of facilitators rather than advisers. The project has remained completely democratic both in origin and aim.—

IRWIN S. ROSENFIELD, Social Studies Department, Textile High School, New York City.

UNITED NATIONS FESTIVAL IS OUTSTANDING PROJECT

The desire for an all-school project which should be a direct contribution to the war effort joined students and faculty of Tudor Hall in a "United Nations Festival," given on the afternoon and evening of February nineteenth. During the first week of school a co-ordinating committee of five was appointed, and the entire student body assigned to committees composed of several girls, a senior chairman and two art students, together with a faculty sponsor. Where there was an obvious tie-up with a course of study or a special interest, a student was assigned to a particular committee, and in the Lower School an entire class was placed according to the foreign country emphasized in the year's Social Studies.

Altogether, the nations represented were Great Britain, China, Russia, Holland, Poland, Czechoslovakia, Greece, Free France, Norway, Yugoslavia, and Pan America. The chairmen of the various committees wrote immediately to their relief agencies who were most cooperative in sending brochures of attractive merchandise, which was then ordered and delivered at the appropriate time. Since not all of the nations had agencies in this country, however, and some of them could supply only a limited number of articles, it was necessary to supplement from other sources and to plan at once what things might be made by the girls themselves. Craft classes took over some of the sewing, construction of toys, designing of luncheon sets, boleros, aprons, etc., and of course the designing and construction of the booths. From the beginning of the year, research was done on the customs, arts, crafts, cookery, games, music, and drama of the various countries, and each committee decided upon a number of articles which should be national in character and practical to make and sell.

Booths for selling were arranged along three sides of the gymnasium, with dramatic sketches, folk songs, and dances performed at different times during the afternoon and evening. The Parents Association provided hostesses, ushers and barkers, and the interest of the entire community was far greater than we had even hoped. Altogether, it was a most successful project from the educational value of a semester spent in learning and doing, to the gratification of having contributed a greater sum of money to relieve the suffering in the world than could possibly have been raised by any single group or club.—NELLIE McCASLIN, Drama Department, Tudor Hall School for Girls, Indianapolis, Indiana.

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PUPILS LEARN RESPONSIBILITY CARING FOR SCHOOL PROPERTY

No activity is more worth while than one incorporating children's needs being fulfilled by the children themselves. The children of the Roslyn Heights, Long Island, Elementary School, with the help of their teachers, reasoned out that the school grounds and flower beds were their responsibility, as they received the benefits from these and were the cause of the grounds becoming untidy.

It was decided that each class was to have one section of the flower bed that went around the front lawn. Each class decided what they wanted to plant, and did all of the work themselves, taking care of their garden for the entire year.

The older children assumed the care of the lawns and shrubs—raking, pruning, and planting grass in the spring; and digging around the shrubs and sweeping the sidewalk as the need arose. The janitors took care of mowing the lawn. The younger children took care of the playground; raked it in the spring and picked up the papers from time to time. The older boys, in connection with their shop work, kept the benches and playground equipment in repair and each spring gave all the benches and equipment a coat of green paint.

This project contributes toward the education of boys and girls in democratic citizenship in that the entire school shares the responsibility for taking care of group property, which is a step forward toward making competent and responsible citizens in the coming generation.—JEROME LEAVITT, Sperry Gyroscope Field Service School, Verona, New Jersey.

GOOD RADIO PROGRAMS REQUIRE CO-OPERATION OF ALL GROUPS

Developing good school radio programs is an activity that calls for the co-operation of all groups and departments. This activity is not the exclusive province of the speech department, although it may serve as a link among the others.

Two factors govern the writing of radio scripts—subject matter and form. As preparation for writing scripts, students should devote about a week to supervised reading and study on the particular topic to be treated.

Not long ago our school attempted a program on "The History of Light." We called upon the Physics Department to carry on the elementary research to gather the information for the program. Students of journalism applied their writing skill to editing the material and putting it into the proper form. This required considerable adaptation to keep the material from being too academic and to give it a more personal appeal.

The final judges were the students in the English classes, who examined the material critically and made sure that nothing was in bad taste or ungrammatical. Then came the speech classes, who had to fit the script within the time limit. The music and dramatic departments had

a part in adjusting the program with reference to sound effect and dramatic appeal.

But all this trouble of co-ordinating the work of the various groups is justified, for such programs are excellent means of extending student participation, a good public relations device, and a method of unifying the school.—EDWIN A. LELAND, Curriculum Chairman, Warren Easton Boys' High School, New Orleans, Louisiana.

STUDENTS TAKE INITIATIVE IN HEALTH DAY ACTIVITIES

In accordance with the President's proclamation declaring May first Child Health Day, our school council decided to sponsor a short health program on that day. The President, as you know, specifically recommends that the students participate in the project this year, rather than to call on adult speakers.

Because of weekly Victory Programs that are held each Monday morning for the entire school, a general assembly did not seem feasible as our date, too, fell on Monday. The programs would not have conflicted in regards to hours, as theirs was held the first thing in the morning and ours would naturally fall during the home room period which is held immediately after lunch. However, to hold a general assembly would seem to lessen interest in our plan.

After considerable general discussion, we therefore decided to hold sectional meetings of the classes; all high ninth graders met together,

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all low ninth, and so on down through the seventh grades. Next a chairman was chosen from the council to preside at each group meeting. Members of the council who were in the foods classes were chosen to discuss the effect of food on our health. The girls selected for this prepared their talks under the supervision of the foods teachers. They spoke about the eight groups of food and explained the necessity of a balanced diet. Eight girls accompanied each speaker; each one carried a small tray of illustrative foods of one group. When the speaker mentioned green vegetables, she lifted a sample from the tray, and so on for each group.

Similarly, boys and girls from the council were chosen to prepare talks emphasizing the effect of physical education on health. These talks were approved by a physical education teacher. They stressed health habits such as cleanliness, posture, rest, and exercise.

At the appointed time, the groups assembled and a student chairman took charge of each section. He explained the purpose of the meeting, read the President's proclamation, introduced the speakers, and led the general discussion which followed.

We plan to have a follow-up about June first. The council has a regular publicity committee that acts as a contact group between the home rooms and the council. Members of this committee will visit each room and ask the students in what way they have tried to put the ideas regarding health gained from that discussion into practice. We shall feel repaid if even a few become health conscious.—MARY E. DOYLE, Sutter Junior High School, Sacramento, California.

STUDENT MUSIC CONDUCTORS RECEIVE SPECIAL TRAINING

One of the challenging projects carried on in the instrumental music department of the Chisholm Senior High School of Chisholm, Minnesota, is the voluntary study of directing by any student who is interested. No student is especially urged or recommended for the extra study, nor is any student denied the privilege of this extra training, which is available to him after he has reached sophomore standing in the school system.

The class opens in the spring and continues throughout the summer months. In the fall, those students who have shown proficiency and adaptability are given the opportunity to direct the junior orchestra and the junior band. This, however, is not the final goal of the young director; for he looks forward to the time when the

senior baton is handed to him and he hears the words, "You try it awhile."

Several capable student directors have been developed in this manner. One is now in charge of a string ensemble which is called to serve the community frequently. In case of an emergency, this young person can assume the responsibility of leading either orchestra or band; and she did so at a Christmas concert when the music instructor was unable to attend either the final rehearsals or the two performances.

The purpose of the project is not, however, to have an understudy ready to take over for the music instructor — convenient as this might be—but rather to give the highly talented music student an ever-widening horizon toward which to work and plan.—E. C. CHURCHILL, Principal, Chisholm High School, Chisholm, Minnesota.

WAR LOAN DRIVE IS PROJECT IN COMMUNITY PARTICIPATION

The government of Abraham Lincoln High School, San Jose, California, centers in the social science classes. When the War Loan Drive started, there was much discussion of how to get adequate community coverage. A committee of students appeared before the War Finance Committee and offered to assume the responsibility for full coverage.

We used the army plan of organization, with student officers assuming the role of the General Staff, with its president as Commander-in-Chief. At an early assembly the students enthusiastically accepted the challenge by their officers and were assigned to groups within their own city precincts in our school district. "Regimental" units consisting of three city precincts each were organized with student "Colonels" and "Lieutenant Colonels" in charge of each "Regiment." A faculty member was assigned as an "Adjutant" to work on the staff of each "Colonel." Each precinct in turn was headed by a student "Major" and each block was covered by a "Company" with a student "Captain" and his "Lieutenants," most of whom lived in or near this block.

Social science classes, in which all students enrolled, studied present financial needs of our war effort, the danger of inflation, and other reasons for the Drive. Here also students received specific instruction in sales techniques and methods of approaching possible purchasers. During the week of the Drive special assemblies were held to keep up enthusiasm, while competition was provided between the Regiments, based on a quota of five bonds per student. The entire school district was divided into two large "armies" (each with a "Major General" in command), one the "Blue," the other the "Gold" Army, blue and gold being our school colors. A large chart in the hall indicated the progress of both Regiments and Armies.

Our school Bank, furthermore, organized itself in a very efficient way to provide an "airtight" receiving system for all types of sales. Al-

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though hundreds of thousands of dollars went through our hands, not a cent was lost.

This entire project was carried on with comparatively little interruption of regular school activities, yet proved to be a patriotic effort which inspired our students and which greatly stimulated the community. With such an organization, we now have a set-up which can be utilized for complete community coverage in any city-wide effort.—FREDERIC T. SHIPP, Principal, Abraham Lincoln High School, San Jose, California.

SCHOOL ELECTION PROCEDURE LIKE THAT OF GOVERNMENT

Probably one of the most outstanding features in student government in the Whiting Schools is the annual election of the student officers in the different classes in high school. These are conducted to approximate as closely as possible the general features for the election of our various government officials. All of the rules and by-laws used in conducting the campaign and the actual voting were drawn up by the members of the Student Council.

A word about the student council before continuing. It is made up of a representative from each homeroom, who has been elected by secret ballot, the president of each of the classes and the senior class president acting as chairman of

the council. When the student council assembles, it elects a vice-president and secretary. The chief duty of this organization is to make rules in regard to conduct of student affairs and activities and to see that they are enforced.

Just now we are in the midst of our annual class elections. The election board consists of all of the members of the graduating class who are also members of the Student Council. Each class is permitted to have as many candidates for office, providing the quality of their grade is a "C" average, as can get twenty-five signers for each petition. The petitions are handed in to the election board who in turn make up the ballot. Between the time of filing and the actual election, candidates are allowed to have rallies or hold meetings before school, during the lunch period or after school. On the Friday before the election a meeting of the class is called by the election board, where each candidate states his platform.

On election day the class assembles in the large study hall. As a voter approaches the ballot box, he states his name, which the clerk checks against the list. He is then given a ballot, which he marks in secret and deposits in the box. When all the votes have been cast, the election board retires to the principal's office to count the ballots. Any candidate may have a watcher at these proceedings. After the ballots are tabulated, the results are posted on the main

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bulletin board attested by the sponsor, president and secretary of the council.

In all of these proceedings the student actually goes through a process which is modeled along lines which he is expected to follow when he reaches maturity and is given the privilege of running for office or casting votes for candidates for office.—E. L. RIORDAN, Whiting High School, Whiting, Indiana.

REMARK STARTS BALL ROLLING FOR HISTORY-MAKING PROJECT

First casually mentioned in the girls' health class, the problem to remedy existing conditions soon became an urgent issue. Due to the difficulty of hiring sufficient help for the upkeep of the school, the girls' lavatories of Eastwood High School, Syracuse, New York, were certainly in a sordid plight! Also lacking facilities listed by the health class included: no soap, frequently out of towels, few wastepaper baskets, mirrors too small, no sanitary supplies, poor lighting, unattractively painted, no shelves for books, and property seldom cleaned properly.

The class proceeded to get the co-operation of the school principal, custodian, the superintendent of maintenance, health director, and assistant superintendent of schools. Conferences were held with these officials and the matter discussed thoroughly.

Instigated by the girls, the boys' health class started a similar program. A local citizen offered to donate all necessary mirrors for the project. A committee of art students was selected to decide upon a color scheme and placement of new mirrors. The home economics department helped by making attractive drapes. Then, as a test, the maintenance department proceeded to redecorate a designated lavatory.

In order to maintain the accomplishments, a supervision plan was devised whereby a student would be stationed at every lavatory each period of the day and before and after school. As supervisors were to list the names of girls entering lavatories, the printing department made sheets with columns for all necessary information. The woodwork shop also proceeded to make study tables for supervisors on duty. Meanwhile the health class assigned supervisors.

To acquaint all girls with the problem, an all-girl assembly was held just before Thanksgiving. Reports were made on accomplishments, and problems discussed. All supervisors were given ribbons denoting authority, instructions, and schedules. Upon returning to school after Thanksgiving, the test lavatory was opened with all supervisors on duty. Attractively painted in two shades of rose and completely equipped, it was the pride and joy of the girls.

Since the lavatories were satisfactorily maintained over a period of a month, plans are being fulfilled for remodeling the remaining ones. Shades have been completed, mirrors are on their way, and the maintenance department is scheduled to paint each lavatory in different pastel shades as soon as the mirrors have been attached

to the walls. Thus a fortuitous remark in the health class adroitly encouraged and developed has turned out to be a history-making project for the school.—MARILYN STITT, Eastwood High School, Syracuse, New York.

TRAFFIC SQUAD DEVELOPS STUDENT RESPONSIBILITY

The Enumclaw, Washington, High School Traffic Squad had its origin last year when during Courtesy Week a student patrol took over the teachers' hall duties. It proved to be so successful that the Student Board of Control established it as a permanent school organization.

The Traffic Squad consists of two groups—the patrol and the student court. The former, whose duty is to supervise the grounds, halls and gyms, has done splendid work in upholding high standards. It consists of about seventy members, headed by a captain who is elected democratically. Three lieutenants each have charge of a floor, and about twenty sergeants have charge of stations. Under each sergeant are three or more corporals. These patrolmen report cases of misconduct to the Court.

The Court consists of seven members. A member is elected by each junior-senior high class, and the captain serves as ex-officio member. In any case, a student who has been penalized may demand a hearing before the court, and if not satisfied by the verdict, may appeal to the Student Board of Control. Common penalties are scrubbing floors, cleaning grounds, and working from one-half to several hours for a custodian or a teacher.

The Traffic Squad is given careful guidance by the Student Board of Control and the faculty adviser. It serves the school in many ways. It develops responsibility and leadership in students, and gives them practical training in getting along and working co-operatively with others. Not only does the activity teach Squad members to analyze good and bad conduct from the point of view of their obligations to the group, but more important, it enables them to become more mature while learning the ways of democracy.—VIOLET CASS, Traffic Squad Faculty Adviser, Enumclaw High School, Enumclaw, Washington.

PURPOSE OF STAFF TO CREATE STUDENT OPINION ON PROBLEMS

Phillips School, Mishawaka, Indiana, is composed of the elementary grades 1-6, the last two of which are departmentalized. As a means of promoting a democratic spirit and developing habits of co-operative living, an organization known as the "Oak Staff" has been established.

As to the origin of the name, our school is located in a part of the city known as "The Oaks." Due to the abundance of oak trees in the vicinity, the school and the section of the city has been designated "The Oaks."

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pose of observing school problems, attitudes of students, and influencing student opinion in making a better school. The members are elected from each homeroom, and the group functions somewhat as a council. However, it attempts to accomplish its ends not by legislative acts but by making its influence count in creating student opinion, building morale, and working in the interest of the school.

At regular intervals, the "Oak Staff" holds meetings where reports are made and problems discussed. Recommendations are made which are duly reported to their homerooms.

The work of the "Oak Staff" may best be described as "government through student opinion and influence." It has no power, but is merely an advisory organization which attempts to bring about desirable conditions in the school by making its influence felt, creating opinion on issues and problems, building morale, and promoting discussion, and co-operation. We feel that it has a notable influence for good in the school-community, and that it is a worth-while project in practical democracy among the children.— MORRIS N. TOMLINSON, Principal, Mary Phillips School, Mishawaka, Indiana.

WHAT CAN WE DO AFTER THE GAME? STUDENT COUNCIL FINDS ANSWER!

What can we do after the football game? That's what all "Tosa" wanted to know. "Where can

we go after the football games?" The answer to that question was born when the Wauwatosa, Wisconsin, High School Student Council at a meeting in November arranged a "Friday night dance committee" to give "Tosa" something to do after the games.

Here is the set-up at our school. The "old" and the "new" buildings are connected by a tunnel. In the basement of the new building there is a recreation room, used intermittently and unsuccessfully to provide lunch-hour entertainment. The gym of the old building is available for informal group dancing; the new gym is reserved for athletic events and the four big all-school dances.

The committee first decided what it was that the students wanted after the games—that is food, most of all, then lots of opportunity for talk and discussion, and finally a little dancing. So that's what was planned. Students came up from the athletic field and entered the "rec" room, lusciously furnished with hot dogs, cokes, ice cream, and candy bars; there were tables and benches to make conversation easy. Then for a ticket given for the purchase of ten cents worth of refreshments—later the admission price was changed to ten cents straight—students crossed through the tunnel, and an enjoyable evening of dancing to a "live" band was before them in the old gym. The necessary duties prompted by these arrangements were accom-

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plished by student volunteers.

As the football season wore into the basketball season, enthusiasm for the evening diminished. The Wauwatosa Recreation Department sponsored weekly Saturday night dances; these did not attract the wholehearted support of "Tosa" because there were too many outsiders—it wasn't a dance "Tosa" style. However, the dances split the attendance, and both seemed to lack real success. The Council and the Recreation Department agreed to compromise on one student-supported dance each week. On weeks of home games, the dances would be after the game on Friday night; on weeks when games were away, dances would be Saturday night affairs. The students continued to volunteer their services on both nights. This seemed to be the solution.

When the athletic season closed, there seemed to be a continued desire for something to do on Friday nights at "Tosa." Out of the Student Council's original Friday night dance plans grew an all-school organization, The Tosa Youth Center, established to carry on the elementary principles for which the Student Council president appointed that first committee.—JAMES D. DALEY, Senior High School, Wauwatosa, Wisconsin.

EXPERIENCE SHOWS VALUE OF STUDENT GOVERNMENT

As we look back over six years of continued effort in the building up of a student government program in the Woodrow Wilson High School, we find ourselves sharply aware of several facts. First of all is the conviction that student government has proved to be one of the most valuable projects which we have undertaken. We have had time to observe the tangible results: a marked growth in student leadership; a genuine sharing by the students with the faculty and administration of a constructive concern in problems of morale, co-operation, and discipline; a very obvious improvement in student behavior and attitudes even under the stress of war-time activities.

Secondly, we have learned that student government must be genuine democracy; no superimposed structure of disciplinary action conceived and executed by even the best intentioned faculty members can be successful. Students can and will take effective action when the need of such responsibility on their part is clear to them.

In the third place, we have, through a combination of "trial and error," constant discussion, and frank analysis, evolved a student organization of which we are proud. We also are aware of its weaknesses; however, we have reason to be proud of its accomplishments.

The general organization consists of a student court of sixty-five student leaders, elected by the student body from the list of about one hundred nominated by the Student Council and approved by the faculty. Within this larger group is the most important "trouble-preventing" part of our organization — the student government Advisory Council, which consists of the seven chairmen of

study halls, the traffic directors, the presidents of all classes, and one representative of each major club. This group meets every week. It has no power to punish any offender; it simply talks over every problem behavior with any student reported to the group as presenting such a problem. It offers advice and suggests remedies; if the student continues to be troublesome, he is then reported to the student court for necessary disciplinary action. It is significant that in the course of this past year the Council has dealt directly with thirty-three students. It has had to report only two of these to the Court. There has been an amazing improvement in student attitudes and behavior after the Council has talked with a boy or girl. This earnest group of Council members gives the most sympathetic and constructive guidance to their fellow students.

There is not space in this short article for a complete outline of our student government program, and its far-reaching effects. We who have worked closely with it believe that it has proved its value as a builder of those qualities of character and leadership which are vital to the individual and completely essential to a true democracy.—DOROTHY ANDREWS, Woodrow Wilson High School, Middleton, Connecticut.

ITEMS IN BRIEF

Face the Facts is a monthly bulletin published by the consumer-economics class of Roosevelt High School, Seattle, Washington. It contains information of interest to the school and community and is based on group projects and activities of the class.

An assembly quiz program planned in "Information Please" style was presented at the Vallejo, California, Junior High School. The subject was Latin America, and each homeroom selected a representative to compete. Rivairy and enthusiasm ran very high, and the librarian noted a frantic demand for all books containing information on Latin America.

A plan whereby pupil leaders increase the effectiveness of substitute teachers is now in operation at Western Hills High School, Cincinnati, Ohio. In every class two pupils, chosen by their teacher, or elected by their classmates, are given training which enables them to take complete charge temporarily when the teacher is absent. When the substitute arrives, these pupils provide him with the information and materials he needs in order to become oriented to the class. When no substitute can be found, the pupil leader conducts the class throughout the entire period.

The student council idea has received general acceptance in Michigan High Schools. Perhaps nine out of every ten schools have such organizations. Yet it is evident from a casual survey of Michigan schools that the student council has not generally achieved the degree of status which seems commensurate with its importance in any

considered plan of educating for democratic citizenship....

The reasons for such failures are many and varied. Some ascribe it to a lack of faith on the part of the school's administration or faculty. Some think that high school students are unwilling or unable to assume real leadership. It has been argued, too, that the techniques for guiding boys and girls in the gradual extension of successfully performed responsibilities are not generally known.—From *Youth Learns to Assume Responsibility*, Michigan Study of Secondary School Curriculum, Lansing, 1944.

At the John W. Weeks Junior High School, Newton, Massachusetts, a questionnaire is made up at the beginning of the year to give students an opportunity to name the activities in which they want to engage. From the results, a list is compiled which is sent to teachers. They then write the names of the group activities which they are interested in sponsoring. From the two lists, the club committee prepares a club list from which students make their choices. Clubs, their activities, etc., are planned and conducted largely by students, with teachers serving merely as advisers.

William Allen White, whose death occurred about six months ago, was one of the best friends of the school press. He was an honorary founder of Quill and Scroll Society, and did much to encourage the development of high school journalism. Some of his rules for young journalists were: "Read good books—as many as you can get your hands on. Write your heads off. That's the only way you can develop a style. Keep your eyes open and both feet on the ground. Remember it's the little, homely things that many writers overlook which makes a story good. Bring in as many interesting sidelights as possible. Write so the fellow working in the roundhouse below the tracks can understand and you can be sure that better-educated, more imaginative readers will also. Never be afraid to say what you think. Be accurate. Be honest. Play fair."—ALBERT A. SUTTON in *Quill and Scroll Magazine*.

The National Association of Student Councils is sponsored by the National Association of Secondary-School Principals, 1201 16th St., N.W., Washington, D.C. Annual membership enrollment entitles each school to two copies of the monthly publication for students, *Student Life*. This publication also serves as an organ for the National Honor Society.

Last year an all-city group of high school girls of Portland, Oregon, planned and carried out a Victory Carnival based on a patriotic theme. Its chief purpose was to sell war bonds and stamps. During the evening, \$15,000 in war bonds and stamps were sold. Swimming, dancing, horse-

back riding, and various games were major attractions.

Two hundred fifty dollars have been presented to Abraham Lincoln High School, Council Bluffs, Iowa, by the City Water Commission for work done on the river levee during the spring flood. A committee made suggestions for the best use for the money which was submitted to the levee workers for their approval.

"Along with the food, clothing, and other necessities we must send war-torn countries, we must send the co-operative play spirit and help all people recapture the fun to be had in family and community play on an international basis."

—From the *National 4-H Club News*.

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Comedy Cues

He: See that man playing fullback? He'll be our best man in about a week.

She: Oh, this is so sudden.

SPECIAL DELIVERY

Postman: Madam, you've put too much postage on your package.

Lady: Oh, dear, I hope it won't go too far!—
Exchange

QUANDARY

First flier—Quick, instructor, what do I do now?

Second flier—Migosh, aren't you the instructor?—Michigan Education Journal.

FUTILITY

Woman visitor (to little Johnny, age 5): Well, Johnny, why don't you want to start to school yet?

Johnny: I don't know what I'd do in school—can't read or write."

CHIVALRY

Jackson: I noticed you got up and gave that lady your seat in the street car the other day.

Hackson: Since childhood I have respected a woman with a strap in her hand.

—Balance Sheet

HE KNEW HIS PROFESSOR

Chemistry Professor: I will now drop a silver coin in this acid. Will it dissolve?

Student: No, sir.

Professor: Then perhaps you will explain why not?

Student: If it would dissolve, you would not put it in, sir.

—Wisconsin Journal of Education

THEY SEPARATED

A hillbilly, seeing a motorcycle rider going along the road below the house (and never having seen an automobile or motorcycle before), grabbed his rifle and took a shot at it.

His wife called out: "Did you git the varmint, Zeke?"

"No," he said, "I didn't kill it. I can still hear it growling, but I sure made it turn that man loose."—The Texas Outlook.

Lack of co-operation is apt to produce bad results. A man bought a pair of pants at a bar-

gain—a perfect fit, only they were two inches too long. He calculated that his wife or her mother or his daughter could shorten them. The family had some hot words over the matter and all retired. He could not sleep, and finally, rising in disgust, said to himself, "I'll show those women that I am not helpless," so he cut two inches off the trousers and went back to bed. The wife, daughter, and mother-in-law all repented, and each not knowing what the other had done, got up and cut off two inches. The result can be left to your imagination.—Christian Observer.



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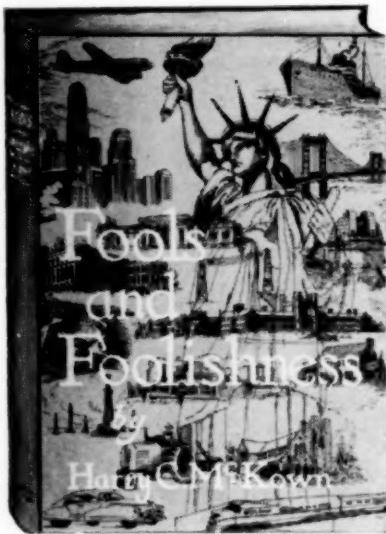
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Fools and Foolishness

By

HARRY C. MCKOWN

(Illustrated by Margaret Whittemore)



This is a book of information and inspiration—one that will dispel illusions, shatter worn-out traditions, destroy prejudices, and awaken in the reader a dynamic urge to abandon the crowd, to accept the philosophy and adopt the ways of great men and women of history whose contributions to modern progress once labeled them "fools" and their efforts "foolishness."

*Did you know
that, according to
old-time evaluations,*

the airplane was "a physical impossibility"?
the bathtub was "a useless vanity and an undemocratic luxury"?
coffee was "a barbarian beverage"?
the telegraph was "an impractical idea"?
jazz caused "drunkenness, insanity, paralysis, and premature old age"?
standard time was "impractical, silly, and Godless"?
Canada was "only a few acres of snow"?
iron plows "poisoned the ground"?
potatoes were "fit only for pigs to eat"?
the phonograph was "a great hindrance to musical education"?
advocates of women's rights were "unsexed females"?
rayon was "a transient fad"?
Stephen Foster's tunes "persecuted the nerves of deeply musical persons"?
the steam engine was "not worth a farthing"?
women were "not physically fit to drive cars"?
the typewriter was "a novelty with no future"?
riding on trains "superinduces brain disease"?
the baseball curve was "only an optical illusion"?
softball was "a game for old ladies and cripples"?
public schools were "Godless schools"?
Edison's light bulb was "merely an electric doodad"?
typing would "cause the female constitution to break down"?

After reading this book, you will agree with the author that
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